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ABSTRACT

This is the latest edition of an extensive annotated bibliography that lists sources of information about extended school year programs in the U. S. Separate sections are devoted to books, pamphlets, articles, and reports; theses and abstracts; filmstrips and biographies; and popular articles. Within each section, entries are listed alphabetically by author's name, and a topical index is included as well. A separate appendix lists the authorized courses of instruction for the quinmester program in Dade County, Florida. (JG)

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ANNOTATED BIBLIOGRAPHY
EXTENDED SCHOOL YEAR MATERIALS

New Jersey Department of Education
Trenton, New Jersey 08625

Fred G. Burke, Commissioner

March 1975

EA 006 962

This edition of ANNOTATED BIBLIOGRAPHY: EXTENDED SCHOOL YEAR MATERIALS, the fifth in the series, lists, describes and identifies a source for the most pertinent information about extended school year programs now available. This revision represents a considerable expansion over the fourth edition, once again illustrating the growth in ESY activities in the United States.

Special acknowledgement is due Robert F. Colangelo and Dr. Lillian White-Stevens for their generous contributions to this revision.

The Office of Program Development cannot supply the listed materials. It is suggested inquiries and orders be directed to the publisher of each item.

Bruce Campbell, Director
Extended School Year Programs

ANNOTATED BIBLIOGRAPHY
EXTENDED SCHOOL YEAR MATERIALS

Prepared by

Paula Schwartzman and Bruce Campbell

EXTENDED SCHOOL YEAR PROGRAMS

BIBLIOGRAPHY

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I. BOOKS, PAMPHLETS, ARTICLES AND REPORTS

1 Adams, Velma. "The Extended School Year: A Status Report." School Management. Vol. 14, p. 13-19. June 1970.

Popular article explores the ESY concept; lists standard arguments and counter arguments; discussess experimentation with various types of year-round plans, both abandoned - (Aliquippa and Oil City, PA and Syosset NY) and current - with particular stress on Atlanta GA, Hayward CA, Valley View IL, and St. Charles MO. Lists information sources and addresses.

2 Alam, Sami J. The Four Quarter Plan and its Feasibility for the Port Huron Area School District. The Michigan State Department of Education. Lansing, Michigan. 268 p. 1970. Eric #ED 046 105.

Report describes the community and the basis for the study. Traces the history of the year-round school and delineates briefly four types of year-round plans. The assigned vacation quarter plan, viewed as alleviating overcrowding without requiring additional buildings, was selected for in-depth study of its educational feasibility. The results detail impact of the plan on curriculum, scheduling, athletics, maintenance, budget, students, staff and community. Details procedures and instruments used in implementing the study. An extensive bibliography, partially annotated, is provided.

3 Alberta School Trustees. "Lethbridge Trying the Divided School Year." Vol. 40, p. 5-6, 8. August 15, 1969.

Article describes the implementation of the two-semester school year, involving 10,000 students, in the City of Lethbridge, Alberta. The semesters run from Aug. 25 - Dec. 23, 1969 and Jan. 5 - June 9, 1970, with a 12 day combined Christmas and intersemester break. For time equalization, the school day of the first semester is half an hour longer. Traces events leading to adoption of this plan over the four-quarter or trimester plans; objectives desired (designed for student needs); public information and reaction; attitudinal survey of principals and teachers. Provides calendar outline of both semesters.

4 Alvirne High School. The Steckevicz-Alvirne Quarter Plan. Hudson, New Hampshire. 22 p. 1972.

A brief history and outline of the year-round plan for education as conceived and implemented at Alvirne High School. Immediate appeal of unit elective courses and voluntary summer quarter was greater utilization of school building and equipment. Ultimate thrust of the plan became student welfare and benefits derived from: 1) enlarged course offerings; 2) refreshed motivation in short term courses; 3) opportunities to reconsider choices and reevaluate progress often; 4) possibilities for early graduation. Differences between Alvirne Plan and other year-round programs, evaluative techniques and advantages discussed. Also available is the course of studies guide. (Cf. Hudson School District. Alvirne Quarterly Plan.)

5 American Association of School Administrators. 9+ The Year-Round School. Washington, D.C. 36 p. 1970. Eric #ED 040 497.

Defines 4 major extended school year plans: a staggered quarter for all; a full 48-week schedule; a voluntary summer program; a summer program for professional personnel. Discusses in detail the multiple trails plan. 140 item bibliography included.

6 American Association of School Administrators, National Academy for School Executives. ERIC Abstracts: A Collection of ERIC Document Resumes on the Year-Round School. ERIC Abstract Series, Number 31. Washington, D.C. 24 p. 1973. Eric #ED 091 798.

Bibliographic listing of documents printed in Research in Education through July 1973 and those processed by ERIC Clearinghouse of Educational Management and other clearinghouses. Citations include the following information: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document number, price of document and abstract.

7 Ames, Robert G. "Why One District Rejected Year-Round Schools." Nation's Schools. Vol. 84, p. 94. December 1969.

Brief article summarizes findings of a survey in Germantown, Wisc., to determine community and staff attitudes towards extending the school year, using any one of 5 plans. Eighty per cent of responses opposed all alternatives for year-round operation, citing as objections disruptions in: family vacations; summer school for teachers; summer camp; summer building repair and maintenance; other problems.

8 Anderson, B. Robert. "'Four Quarter' Makes a Whole Year in Atlanta." School Management. Vol. 16, p. 7-11. June 1972.

Article describes the 4-quarter system in the Metropolitan Atlanta area involving 300,000 students, at close of its fourth year of operation. In interview with Dr. E. Curtis Henson, Assistant Superintendent for Instruction, the author details the development of the plan; the necessary revision of curriculum; reasons for failure of other year-round school plans; benefits of the Atlanta plan; and the steps taken to develop new teaching guidelines. Stresses new learning opportunities for students and increased guidance responsibilities of the teacher. Includes sample flow-chart of student's progress from more basic courses to specialized areas, and a special analysis of the computer's role in four-quarter scheduling.

9 Ann Arbor Public Schools. Implications of Instituting a Split-Trimester Calendar Plan in the Ann Arbor Public Schools. A Feasibility Study Report. Ann Arbor, Michigan. 360 p. June 1970. Eric #ED 050 494.

Comprehensive report presents design, procedures and findings of the Ann Arbor Split-Trimester Feasibility Study, undertaken to improve educational opportunity in an economically feasible and socially flexible way. Preface traces the school reform movement. The plan is based on a school year of 216 days, organized into 6 split-trimester terms, with students attending 5 terms for a total of 180 days, and provides a general 30-day summer vacation in addition to the elected split-trimester vacation term. Details study organization procedures and reports of all committees. Findings are summarized under 3 headings: economic feasibility, instructional feasibility, and social feasibility. Concludes plan is economically feasible for any school district undergoing rapid pupil growth rates. Appendices include detailed reports and analyses by the Instructional Feasibility Study Committee, the Class Scheduling Study Committee, and the Economic Feasibility Study Committee. Also provides questionnaires and findings of the Community Survey Committee.

10 Applachia. "Erie's Twin Tech: Double Session, Sunlighting and 2.7
Million Student Hours." Vol. 6, p. 1-21. June-July 1973.
Eric #EJ 080 984.

Article details Erie's (PA) innovative attempt to make more efficient use of vocational-technical school building and equipment. With an additional complete faculty (except coaches), two sessions are held in the same building. First session meets Monday-Tuesday-Wednesday, second Thursday-Friday-Saturday. Students go to school three days a week, eight hours a day, 11 months a year. A complete schedule exchange is made at mid-year to compensate for the undesirability of Thursday-Friday-Saturday schedule. Motivation for change discussed; Twin Tech program delineated. Curriculum revisions, cost comparisions and student, teacher, administrator attitudes presented.

11 Arkansas School Study Council. Mt. Sequoyah National Seminar on Year-Round Education. Arkansas School Study Council. Fayetteville, Arkansas. 66 p. 1969. Eric #ED 040 498.

Publication consists of excerpts of thirteen speeches delivered at the first national seminar on year-round education, established as a clearinghouse of information related to extend school year plans. Includes a general summary of speeches, lists of seminar consultants and participants. ESY concepts considered: 4-quarter, trimester, quadrimester, modified summer and multiple trails. Describes the Metro-Atlanta (GA) 4-quarter program newly implemented in Fulton County.

12 Armon, Edward F., Ed. and Others. "Enriched and Extended School Year": East Cleveland City Schools. A Report...An Experimental Project Funded By ~~Title III~~ E.S.E.A. Ohio Department of Education, 1971-1972. ~~Columbus,~~ Ohio. 147 p. 1972. Eric #ED 086 777.

"Enriched and extended school year" program attempted to organize the educational activities of a school around the needs and learning patterns of its students. Major premise stated that children possess different rates and styles of learning; that they respond to instruction according to its interest value rather than its intrinsic cognitive value. Program objectives were to: 1) motivate the child to learn; 2) assist the student with his identification of his school; 3) change patterns of learning; 4) achieve one full year of academic achievement for each year of chronological development. Elementary students and teachers, grades 1-6, selected at random were participants. Students attended school for 195 days, from Sept. 1 to July 21. Revised calendar provided for 4 weeks of traditional school, 1 week of instruction in residence at a community cultural institution, 1 week of vacation and repetitions of this cycle. Teachers signed 11-month contracts and used student vacation week for professional activities. Comprehensive report details the social setting of East Cleveland, the extended school year program, the activities undertaken during residence in cultural institutions, program effects on students, teachers and parents. Provides numerous tables.

13 Atlanta Public Schools. Curriculum Catalogue: Quarter Courses. Atlanta, Georgia. 73 p. September 1972.

Voluminous course catalogue developed as part of the total high school curriculum revision for the four-quarter program established in September 1968 in the Atlanta School System. Lists alphabetically, by disciplines, and describes 852 different courses, any of which may be included in the academic offerings of any Atlanta high school. Includes 17 page index. Final page details procedure for revising, adding or deleting courses.

14 ________. Effective Instruction, A Report on the Four-Quarter Plan of Organization. Atlanta Public Schools. Atlanta, Georgia. 34 p. 1968. Eric #ED 028 544.

Describes four quarter plan implemented by Atlanta Public Schools in 1968. Gives background and rationale for year-round education, organizational structure established for revising the curriculum, samples of courses, reports to parents and pupils concerning the program.

15 Baker, James and Johnson, Viola D. "Another District Experiments with a 45-15 Plan." School Management. Vol. 17, p. 21-24. March 1973.

The Director of Elementary Education and Publicity Director in the 20-school Pajaro Valley Unified School District CA detail the planning and implemention of a 45-15 ESY program designed to eliminate both double sessions and the immediate need to build more schools. Describe chronologically its development, stressing the large-scale public information program and the pre-implementation planning culminating in operation at 5 pilot schools in July 1972. Assess its evaluation by parents, teachers and students as positive, citing "retention of learning over the short vacations" as most significant academic achievement, and the decision to continue the pilot program through the 1973-74 year, with possible expansion to other schools. Provide attendance calendars for the four staggered tracks.

16 Bauman, W. Scott. The Flexible System, an Economic Analysis of Advantages of the Quarterly Calendar in Public Schools. Business Research Center. Toledo, Ohio. 46 p. March 1966. Eric #ED 011 688.

Examines the possible instructional and financial advantages of a quarter system in the public schools. Details two flexible systems: the pupil rotation plan and the constant quarter plan.

17 ________. The School Calendar Dilemma - A Solution for the Approaching Crisis. Bureau of Business and Economic Research, Oregon University. Eugene, Oregon. 5 p. June 1969. Eric #ED 033 436.

Article based on address presented at a conference sponsored by the Florida State Department of Education. Suggests combating the rising costs of education by substituting a four-quarter rotational program for the traditional school calendar. Details advantages of plan.

18 Beall, Robert S. "All Year Schools - An Educational Revolution in a California School." School Business Affairs. Vol. 38, p. 250-252. October 1972.

The principal of the Venn Furgeson School (Hawaiian Gardens CA) describes the all-year school as the only practical solution to the double dilemma of overenrollment and underperformance. Presents background for development of ESY; classifies other plans into 2 categories: space utilization (45-15) and curriculum enrichment (4 quarter). Details the Furgeson plan, a flexible all-year program providing 3 schedule options for students and teachers ranging from 175 to 234 instructional days. The continuous progress curriculum divides the areas of math, science, reading and language arts into concept levels enabling students to work at their own pace and to resume work at the same concept level following an absence. Outlines teacher schedule options, psychological services, and the Furgeson Mini-Maxi Plan of all year split sessions applicable to overcrowded conditions. Provides a Furgeson-Style Calendar. (Cf. John Tristrian."The Furgeson Plan for All-Year School.")

19 Beall, Robert S. and others. Focus on the Flexible All-Year School: A Report On the Furgeson Plan, 1971-2. ABC Unified School District. Artesia, California. 16 p. Undated.

Brochure presents an evaluation of the first year's operation of the Flexible All-Year School Plan at the Venn W. Furgeson Elementary School (Hawaiian Gardens CA), designed to improve the academic performance of children by: (1) establishing a 234 day optional calendar; (2) individualizing instruction by dividing subjects into units of concept levels. Details testing procedures. Summarizes student achievement, attendance, staff participation, budgetary considerations, and after effects, including implementation of the plan by two additional schools. Conclusion: children attending school longer than 175 days make significant gains in basic skills of arithmetic and reading. Provides charts, calendar and sample tracking outlines for four subject areas. Two appendices describe the flexible all-year school plan and the continuous progress curriculum.

20 Beckwith, Robert M. A Practical Adventure for American Education. The "Valley View 45-15 Continuous School Year Plan." Research and Development Office, Valley View School District #96. Lockport, Illinois. 15 p. Undated.

Describes the 45-day school attendance and 15-day vacation plan of Valley View School District in Romeoville IL. Gives historical background of the decision and early planning activities. Provides thorough description of advantages, operational details, and problems. Raises and answers general questions about the plan and offers suggestions concerning planning and implementation.

21 ________. "The Valley View 45-15 Continuous School Year Plan." American School and University. Vol. 43, p. 19-28. November 1970.

Comprehensive analysis of the Valley View 45-15 plan wherein staggering beginning dates, with three-fourths of the students in school and one-fourth on vacation, allows a financially-limited school district to optimize its facilities as a means of increasing educational opportunity. Surveys historical perspective of ESY plans and pre-implementation procedures for the 45-15 plan. Details answers to problems and questions arising therefrom and criteria for success. Includes diagram of the operative 45-15 plan.

22 Bell, Ralph R. Implementation of Year-Round Education. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 25 p. April 30-May 3, 1974. Eric #ED 090 645.

Superintendent of Bear Valley Unified School District (CA) offers a model for implementing year-round education. Organizational planning should be a team effort which includes the YRE study committee, members of the school community and other interested citizens. Plan should also include a management system that will determine all the necessary functions and tasks involved and develop timelines and PERT charts for the activities of implementation. Eight cases are provided as brief examples of several aspects of YRE planning and implementation. A sample certificated contract of employment is provided along with a sample salary placement form. Evaluation results of the 1973-1974 summer quarter are given.

23 Bentley, Ernest L. and others. Four-Quarter School Year - Results of an Exploratory Study of the Four-Quarter School Year in Metropolitan Atlanta. Supplementary Educational Center. Atlanta, Georgia. 44 p. 1969. Eric #ED 041 382.

Report describes exploratory study of the Four-Quarter School Year in Atlanta, conducted to develop procedures and instruments to be used in a later comprehensive examination of the plan. Surveys historical perspectives - types of plans, procedures for implementation; details the method of the exploratory study including questionnaires and interviews; summarizes the results. All groups interviewed - superintendents and steering committee members, students, parents, teachers, principals and community influentials - favored continuation of program, with expressed reasons. Also, basic agreement on changes needed, reasons for change, possible advantages or disadvantages of the program, and the state of implementation. Appendix includes questionnaires sent to students, parents and professionals, with summations of data.

24 Berger, Ellis. "Some 45-15 Drawbacks: The Teachers' View." Phi Delta Kappan. Vol. LVI, No. 6, p. 420-421. February 1975.

The Florida Education Association condemns Pasco County School District's (FL) 45-15 plan as shortsighted and poorly planned, although favoring the concept of year-round education. Reports 88% of Pasco teachers responding to an attitudinal survey expressed "significant dissatisfaction" with the program. Discusses other problem areas: unequal distribution of students among the four tracks; parent, teacher, student acceptance and adjustment. Calls teacher involvement in all phases of planning crucial. Provides questions school district's examining ESY should consider. (Cf. William J. Ellena. "45-15 In A Major School District.")

25 Biskin, Donald S. and others. Child Development in the Year-Round Elementary School. Paper presented at American Educational Research Association. 58th Annual Meeting. New Orleans, Louisiana. February 1973. Eric #ED 075 941.

Emphasizing that a prime concern of year-round education is its effect upon social, emotional, physical and psychological development of children, the authors attempt to determine how a mandatory ESY plan (45-15) can enhance the child's naturally developing propensities. Argue that educational revisions be based on the cognitive developmental theory of Jean Piaget: (1) state the assumptions of the cognitive developmental theory; (2) explore its implications in developing an ideal educational system; (3) analyze the components of a year-round program to determine their impact on the ideal system. Conclude that year-round education with its concomitant curricular innovations, can individualize instructional methods, thus enhance the cognitive, affective and psychomotor development of children. Urge that planning of year-round education be based on child development, rather than administrative convenience. Bibliography appended.

26 Bouwman, Clark. "Deschooling the Semester." Liberal Education. Vol. 57, p. 488-99. December 1971.

Article advocates adoption of the 4-1-4 plan in higher education, whereby the academic program is divided into two 4-month semesters (each with 4 courses) separated by a 1-month period (Jan.) with just one course or project. Presents brief history and widespread growth; describes its operation; cites instances of use; appraises its potential as a necessary spur to curricular innovation and revival of liberal learning.

27 Boxer, Karen and others. Evaluation Report: 1971 Summer Quinmester Program. Dade County Public Schools. Miami, Florida. 57 p. September 1971. Eric #ED 058 667.

This evaluation report, essentially a continuation of the Review of the Status and Projections for the Dade County Quinmester Extended School Year Program, April '71 (ED 058 666), considers the results of the first summer quinmester (June 14 - Aug. 16, '71) at 5 pilot high schools enrolling 2,572 pupils, 100 teachers, 5 principals. Results, generally favorable, summarized in terms of attendance, academic achievement, general reactions, scheduling, curriculum, staffing, vacations, employment and graduation considerations. Discusses the general feasibility of the Quinmester ESY program through questionnaire responses from parents, pupils, teachers, administrators, business and industrial community, the educational community and other community agencies and citizens, summarizing results on tables. Appendix includes data on collection procedures.

28 Brewster, Albert J. Jr. Less School -- Better Learning. The Four-Day School Week. Maine School Administrative District No. Three. Unity, Maine. 4 p. April 1972. Presented to the General Subcommittee on Education, Committee on Education and Labor. House of Representatives, 92nd Congress. p. 67-8. 1972. Eric #ED 069 043.

Concise report by the Superintendent of School Administrative District #3, Unity ME, of the 4-day week implemented in September 1971 as a solution to the problems of financial need and in-service training time for teachers. The plan provides four slightly lengthened School days, thereby effecting savings in maintenance, food service and transportation and affording a free day for unimpeded teacher training activities in instruction and curriculum development. Draws positive conclusions, with parental support of the effected individualized instruction.

29 Brick Town Township Board of Education. Extended School Year Study: Brick Township Public Schools. Brick Town, New Jersey. Unpaginated. June 1974. Eric #ED 091 864.

Feasibility study measures the degree of educational soundness and community acceptance of ESY, specifically the 45-15 plan. Explicates purpose and format of the study initiated in response to overcrowded school conditions. Subcommittee reports in areas of research, concept and implementation, pupils, facilities, staff and finance, and survey and publicity follow. Conclusion developed by the steering committee indicates that an extended school year program is feasible. Includes numerous tables as well as attitudinal survey data from Prince William County (VA) and Chula Vista (CA) and cost study analysis from Northville (MI).

30 Brown, Roger. "Year-Round Schools and Recreation." Parks and Recreation. p. 20-23, 28. November 1972.

Author discusses the impact of the year-round school on park and recreation planning, in areas of summer programming, facilities, work force. Cites problems. Draws conclusions from responses to survey sent to park and recreation administrators in cities involved in ESY programs: ESY operations increase the need for a well-developed 12-month park and recreation program involving community facilities and resources (churches, business properties, etc.), rather than those of the school. Considers variable changes due to 45-15 and 4-quarter plans, with significant effects of non-summer vacations on state and national parks, maintenance and personnel. Urges prompt action to review programs and facilities for adaptation to an all-year school system.

31 Burton, Robert C. and DeHority Charles M. Summative Report of the Planning and Preparation Phase of the Virginia Beach 45-15 Year-Round Education Pilot Program. Old Dominion University. Norfolk, Virginia. Unpaginated. June 1973.

Detailed report of PERT/CPM team that constructed and monitored the major activities in the planning and preparation phases of the Virginia Beach 45-15 year-round education pilot program. Narrative summaries, network diagrams of the departmental and unit activities are furnished with actual start and finish dates of each activity. (Cf. Virginia Beach City Public Schools. A Review of the Pilot Program of Year-Round Education in Virginia Beach, Virginia. April 1974.)

32 Butler Area School District. Year-Round School Program. Butler, Pennsylvania. Unpaginated. Undated.

Packet of materials containing: 1) consideration of days in a year; 2) extended school year advantages, disadvantages, concerns and legislative needs; 3) history of ESY program in Butler; 4) speech - The Butler Area School District and It's Year-Round School Involvement; 5) testimony submitted by the Pennsylvania State Education Association at hearings on Year-Round Education before the Senate Education Committee, 1971; 6) an agreement for professional services between Butler Area School District and the Department of Education, 1972; 7) information from Extended School Year PSBA Convention, October 1971; 8) sample chart illustrating curriculum revision.

33 California State Department of Education. Year-Round Education Handbook. Office of Program Planning and Development. Sacramento, California. 57 p. 1975.

Handbook was designed to provide information to school personnel and citizens interested in improving instructional programs and increasing plant utilization through 12-month school programs. Eleven chapters examine these aspects: 1) introduction to the year-round school -- the role of the Department of Education, societal needs, YRE priorities; 2) reorganization of the school calendar -- social, economic, socioeconomic and educational impacts, YRE descriptions; 3) adoption of the YRE calendar -- approaches to minimizing resistance to change, conducting feasibility studies and implementation procedures; 4) case studies of YRE programs in California -- ABC Unified, Bear Valley Unified, Chula Vista, Hayward Unified, LaMesa-Spring Valley and Milpitas Unified school districts; 5) legal basis for YRE; 6) YRE program financing; 7) attendance accounting and reporting; 8) personnel considerations; 9) school facilities planning; 10) program evaluation; 11) supplemental information -- feasibility study checklist, guidelines to cost reimbursement, teacher education survey, year-round school organizations. Bibliography and position statement on year-round education included.

34 Cammarota, Gloria and others. Extending the School Year. Washington, D. C. Association for Supervision and Curriculum, National Education Association. 60 p. 1961.

Several organizational plans for summer programs are discussed with preference given to the voluntary one providing enrichment and improvement education for students and in-service education for teachers. Guiding principles for development of such a program are presented. The programs in Rochester, Minn. and Langhorne, Pa. are discussed as models.

35 Campbell, Bruce. Extended School Year Information Kit. A School Calendar Modification Primer for New Jersey School Districts. New Jersey Department of Education. Trenton, New Jersey. June 1974.

Revised folio presents overview of the extended school year concept designed to aid communities exploring the feasibility of ESY plans. Comprises: 1) a brief description of basic ESY programs classified according to summer plans, extended semester plans, trimester plans and quarter plans, summarizing advantages of each; 2) guidelines for school and community involvement in studying and developing the ESY program, detailing committees needed, organization and function; 3) 7-page summary of commonly posed questions on ESY, with answers; 4) an ANNOTATED BIBLIOGRAPHY OF EXTENDED SCHOOL YEAR MATERIALS listing 249 references.

36 Cape Girardeau Public School District #63. Feasibility Study of Extended School Year for Central High School. Cape Girardeau, Missouri. 10 p. Undated.

Summer Quarter Planning Committee reports on its study to determine the feasibility of offering an optional 60-day summer quarter. Current organization of Central High School is a trimester/modular plan with 60-day trimesters. Part I presents the rationale for the study and offers possible advantages and disadvantages of the extended school year. Part II reports 40% of student body and 56% of parents have interest in the optional fourth quarter plan. Outlines the Missouri State Department of Education regulations pertaining to the operation of ESY programs. Target date for implementation has been set for the summer of 1975.

37 Cape Girardeau Public Schools. The Trimester/Modular Scheduling Plan. Cape Girardeau, Missouri. Unpaginated. 1973.

Explaination of the philosophy, advantages, and long-range possibilities for the Trimester/Modular Scheduling Plan. The school year is divided into three, sixty-day trimesters with each school day consisting of 17 modules (short periods) of 27 minutes duration. Flexibility of the school day permits greater variety of instructional techniques and opportunities for individualized strategies. Implementation of a fourth, sixty-day term is a possibility for the future. Second part of report is the three-part scheduling plan: 1) calendar of the trimesters for the school year, 1973-1974; 2) the school day time schedule; and 3) the class schedule. Classes are scheduled in periods of different lengths by combining modules and trimesters.

38 Cape Girardeau School District 63. Facilitating Learning Through Systems Modification. Planning-Operational Year July 1, 1971 to June 30, 1972. First Interim Evaluation Report. Cape Girardeau, Missouri. 132 p. August 1, 1970. Eric #ED 082 285.

Report explains planning-operational year in Cape Girardeau consisted of two major activities: 1) establishment of planning and pilot classes, 2) initiation of comprehensive inservice training program for teachers. Part I summarizes description of project activities. Part II delineates evaluation of ten project objectives. Part III reports dissemination activities. Eight appendicies include information on inservice classes and team planning sessions, results of student attitudinal questionnaires, reports of classroom observations and a proposed technique for generalizing VIB Matrix results.

39 Capps, Julia. Terminal Report. Year Round School Project. Buncombe County Public Schools. Asheville, North Carolina. 25 p. August 1974.

Terminal report examines Buncombe County's three year experience with ESY. Qualitative considerations characterized as primary. Optional fourth quarter plan initiated as most viable plan of calendar and curriculum improvement. Findings reveal several objectives not realized: student failure and absence rates did not decline; enrollment in fourth quarter did not reach anticipated 25% of student population; drop out rate did not improve. Conversely, objectives relative to curriculum revision, availability for remediation, acceleration and enrichment, student and teacher attitudes toward school, professional employment opportunities and expansion of school facilities were accomplished. Report includes program goals, descriptors, costs, evaluations, as well as plans for dissemination and continuation. Stresses need for prior study and planning. Prototype courses of study guide, guide to independent study, guidance pamphlet and detailed evaluation report are available.

40 CFK Ltd. A Look Into Your School District. CFK Ltd. 3333 South Bannock St., Englewood, Colorado. 20 p. 1971.

Manual designed to guide school officials in conducting scientific surveys of their districts to determine public opinion about schools and education. Provides suggestions for, and methods of obtaining, the kinds of information needed. Booklet includes sections on reasons for making surveys, selection of survey questions, design of the questionnaire, determining the survey sample, recruitment and training of interviewers, interviewing assignments, processing the results, and summarizing the findings. Includes reference books for assistance in preparing survey questions.

41 Champlain Valley Union High School. Curricular Offerings and Course Descriptions 1973 - 1974. A Bulletin for Students, Parents and Teachers. Hinesburg, Vermont. 94 p. January 1973.

Bulletin designed to aid students, parents and teachers in selecting courses for the July 1973 - August 1974 school year, comprising 15 9-week over-lapping quarters, with 4 quarters providing a year's study. Describes the 4-quarter curriculum; details requirements for normal graduation and early graduation; offers guidelines and suggestions for college preparation. Lists curricular offerings and course descriptions classified by departments, with introductory comments on the usefulness and future value of each discipline to the student.

42 Chan, Angela and Feyer, N. Kenneth R. A Study of Windsor's Four-Day School Week. Windsor Secondary School. School District No. 44. North Vancouver, British Columbia. 57 p. and appendicies. March 1974.

Survey describes Windsor Secondary School interim move to a four-day school week as an effort to accommodate 1300 students in a building designed to house 1000. Presents advantages and disadvantages of organizational plan which reduced school population by having each grade absent from school one day of the week. Study examines student, parent and teacher attitudes and reactions to various aspects of Windsor Four-Day Week, as well as measurements of student achievement. Results indicate students, parents, teachers favored implementation of the four-day week as a solution to the space problem; student achievement scores were not significantly lowered during this period. Focus of concern was the 20% loss of instructional time. Lists recommendations for change on the basis of the study. Appendices include report by Simon Frasher University detailing the development of the evaluative instruments used, student, parent and staff opinionaires.

43 Cherry Creek Schools. Cherry Creek's Year-Round School. Denver, Colorado. 1974.

Folio contains information on the Cunningham Elementary School 45-15 pilot program. Materials prepared for Cherry Creek residents are: 1) descriptions of a quantitative plan (45-15) and a qualitative plan (Atlanta's Four Quarter Plan); 2) list of 46 year-round plans in operation; 3) glossary of YRE terms; 4) community questionnaire fact sheet; 5) year-round calendar for 1973-1974. Also includes a current bibliography, a teachers' salary schedule according to per diem rates, and a teacher questionnaire used to determine assignment preferences.

44 Christian, Floyd T. "The Expanded, Extended School Year in Florida." Compact. Vol. 4 (6), p. 46-8. December 1970.

Florida's State Commissioner of Education presents his state's plans for expanding and extending the school year. Details history of the state department's involvement in research and service; legislature's actions in funding and permission; higher education's involvement, as community colleges are all on a modified trimester or quarter system and universities on the quarter system. Describes Dade County's new quinmester program - its operation, advantages and community changes effected. Lists questions to which evaluative answers must be sought.

45 Cincinnati Public Schools. The Quarter Plan in Cincinnati. Superintendents' Committee on Year Round School. Cincinnati, Ohio. 74 p. December 1969.

Feasibility report on the Quarter Plan. Part I deals with improvement of instruction resulting from a more comprehensive total program organized in shorter periods of time and greater flexibility in student scheduling. Shows illustrative features of possible science, social studies, and vocational education classes under the quarter plan. Part II emphasizes aspects of the plan relating to operation, particularly budget implications and logistics of pupil housing. Discusses productive costs such as technical overstaffing, the use of the carnegie unit, vocational ed., use of plant and staff in relation to the plan. Explores potential for experimentation with extended use of the plant through rotation of pupils and with reducing operating costs through the five period day.

46 Clinchy, Evans and others. Schools: More Space/Less Money: A Report. Educational Facilities Labs., Inc. New York, New York. Educational Planning Associates, Inc. Boston, Massachusetts. 85 p. November 1971. Eric #ED 060 529.

Report collects all alternatives that help solve school space problems. Discusses the sources of "found" space in a school district (out-dated school buildings and little-used industrial or public buildings); economical alternatives providing new or modernized or unconventional school space at a reduced cost. Discusses and locates programs that effectively increase operating capacity of school buildings, singly or in combination; (1) Extended school day; (2) Extended school year; (3) Open campus schools; (4) Home-base schools, utilizing concepts of "Education Without Walls" (EWOW) or resource centers in the community. Emphasizes new ways to build: (1) floating schools (boats, barges); (2) geodesic domes; (3) inflatable bubbles; (4) joint occupancy - with commercial space or with other municipal facilities. Includes diagrams of projects and an appended list of information sources for each concept.

47 Cole, Wilma. The Year-Round School. Paper presented at the National Association of Elementary School Principals Annual Meeting. Cleveland, Ohio. 8 p. April 17-22, 1971. Eric #ED 050 455.

Describes how the Francis Howell School district overcame problems of student overpopulation through the adoption of a calendar providing nine week sessions followed by a three week vacation. Discusses some of the problems encountered since the inception of the program in July 1969 and solutions that were developed.

48 Cotrell, Sid and Shafer, Jeff. Guam Year-Round School. Feasibility Study. Final Report. Parts I and II. Guam Department of Education, Agana. 164 p. July 3, 1973. Eric #ED 081 106.

Report considers feasibility of the 45-15 plan for elementary schools and four quarter or quinmester plan for secondary schools in Guam. Incorporates committee reports on personnel, administrative details, facilities, bus transportation, elementary and secondary curriculum, community and federal programs. Presents Guam's geographic and socioeconomic profile as well as school population projections. Preimplementation cost estimates, teacher and student questionnaire and results, examination of traditional vs. year-round school plant utilization, outline of critical incidents and calendar are appended.

49 Coutts, H. T. and Bergen, J. J. "A Modified School Year: A Proposal for Alberta." Education Canada. Vol. 9, p. 23-7. September 1969.

Authors propose new plan for year-round education in province of Alberta, which provides for two semesters and an optional summer program. Basic requirement is the use of the Christmas recess as a division point between two semesters, thus establishing two entry points for high school graduates to colleges. Review general background, trends in Alberta, reasons for change and a brief for their plan, listing advantages for students and for teachers. Explore anticipated problems and append an ESY bibliography.

50 Craigmile, James L. and Hymer, Robert. An Educational Evaluation of the Year-Round Schedule in Becky-David Elementary School. Francis Howell School District. St. Charles, Missouri. 35 p. July 1970.

An analysis of the educational effects of the Becky-David year-round school plan. Describes the plan, which divides students into four groups, each attending school for nine weeks followed by a three week vacation. Includes data on reading and arithmetic scores among Becky-David 4th through 6th graders and a control group. Presents results of polls measuring parental attitudes and opinions.

51 Cranston School Department. Project Pacesetter - The Continuous School Year: The Cranston Quadricycle Plan for a Continuous School Year Cranston, Rhode Island. 131 p. and appendices. March 1972.

Report on the progress, findings and conclusions of Project Pacesetter, initiated to explore the methods and feasibility of year-round schools to enhance the potential for learning. Major areas explored: curriculum, the proposed model, cost analysis and results of 5 surveys of teachers, students, citizens, business and recreation segments of community. Background historical material explores types of year-round schools and the school systems using them, specifically: 4-quarter in Atlanta (Ga.); 45-15 in Valley View (Ill.), St. Charles (Mo.), Chula Vista (Cal.), Hinesburg (Vt.); trimester; modified summer school; quinmester. Details procedures involved in the study. Outlines the Continuous School Year Quadricycle. Includes data from 5 surveys, analysis of results, conclusions, survey viewpoints, and cost analyses. Appendices include dissemination material, pamphlets, listings of persons involved.

52 ________. A Summary Report of the Fifth Quarter. Cranston, Rhode Island. 23 p. September 1973.

Report describes activities of staff and students during the Fifth Quarter, July 2 to August 10, 1973. Data is provided on number of students and descriptions of courses taken. Report also includes scheduling arrangements for students returning to Cranston high schools, a summary of grade and credit reporting procedures, evaluation and recommendations, and a proposal for summer 1974. (Cf. Cranston School Department. Project Pacesetter - The Continuous School Year: The Cranston Quadricycle Plan for a Continuous School Year.)

53 Cravens, Raymond L. "The Four-Day Work Week and It's Educational Prospects." Adult Leadership. Vol. 21, p. 278-80, 306. March 1973.

A college dean suggests that, with industry gradually moving to a 4-day work week, and with many national holidays now observed on Monday, significant economies could be realized by operating a school system on a 4-day week, effecting basic educational changes: (1) lengthening the school day; or (2) lengthening the school year; (3) utilization of school and college facilities for continuing education and community purposes on the 3-day week-end. Cites advantages of the 4-day school week: economies in bus transportation, cost of utilities, food and janitorial services; use of lengthened week-end for continuing education for teachers and other adults (a "week-end college"); a potential for scholarly sociological research on the change in work patterns.

54 Cypress, Beulah. "Split Sessions Are Not The Same As The Plague." American School Board Journal. Vol. 158, p. 28-29. October 1970.

Article cites Dade County (Miami), Florida, as evidence that double sessions have many advantages when schools are faced with urgent needs to increase capacity. Pilot project in 1969-70 initiated 10 hour program (2 sessions) in five junior and senior high schools. Evaluation survey of principals, students of both sessions, and parents indicates advantages outweigh disadvantages, with goals of increased capacity achieved at little extra cost and little threat to educational or extracurricular efficiency.

55 Dade County Public Schools. Authorized Courses of Study for the Quinmester Program. Curriculum Bulletin 10. Miami, Florida. 525 p. April 1972. Eric #ED 065 735.

Voluminous master catalogue lists and describes comprehensively the 9-week courses of study which form the basis of the curriculum for the quinmester ESY program. Courses listed, mostly nonsequential and nongraded, are those developed for the pilot schools, wherein each school selects its own courses based on student interests, school facilities and staff availability. Interdisciplinary concept has been incorporated, in that courses carrying credit in several areas are listed under each subject area. Explains graduation requirements and special programs K-12. This catalogue supersedes the edition published in March 1971, "Catalogue of Authorized Courses of Study for the Quinmester Program in Dade County Public Schools." Eric #ED 058 670.

56 ________. Cost Analysis of the Quinmester Program in the Dade County Public Schools. Dade County Public Schools. Miami, Florida. 14 p. November 1972.

Findings of a cost analysis designed to identify total direct cost of: (1) The fifth quin (summer 1972) in 19 secondary schools; (2) The regular 1971-72 quins (first 4) in 19 secondary schools; (3) The secondary, academic component of the regular 1971 summer program; and (4) The regular 180 day program 1971-2 in 40 non-quin secondary schools. Describes method of analysis; presents and explains tables; Concludes: (1) Costs per students in average daily attendance (ADA) in 19 quin schools were higher for the fifth quin than for first four, but could be reduced to comparable level by increasing attendance; (2) Costs for fifth quin were lower than for regular summer school; (3) Costs per ADA at 19 quin schools for 4 quins were comparable to costs at 40 non-quin schools on 180 day year; (4) 83% of costs of 1972 fifth quin were due to students accelerating or replacing another quin - which costs would have been incurred eventually. Recommends that number of quin schools operating in summer be reduced, pending enrollment increase in summer.

57 ________. The Quinmester Plan in Dade County Schools. A Progress Report. Dade County Public Schools. Miami, Florida. 4 p. August 1973.

Brochure presents concise overview of the quinmester year-round school program, launched in 5 secondary schools in summer of 1971, in 7 elementary schools 2 years later, and now embracing 41 schools. Outlines background of its inception; describes the plan; cites its educational advantages with stress on the summer quin; highlights benefits for students in course options; assesses future outlook as positive, with recognition of problems in scheduling and record-keeping. Provides calendar of quin sessions and holidays.

58 ________. The Rationale, Status and Direction of the Dade County Quinmester Extended School Year Program. Miami, Florida. 39 p. February 1972. Eric #ED 062 689.

Document reports on the status of the quinmester program at 7 pilot schools, outlining their evaluation and operational concerns. The quinmester curriculum is being implemented or studied by 38 other secondary schools. Final section outlines expansion plans recommended for the program during the summer of 1972 and for subsequent years to include 19 secondary schools and 6 elementary schools. Discusses the direction to be taken for elementary schools involvement, and future evaluation design and recommendations to be considered by the school board. Further depth study is needed for (1) student scheduling, (2) student records, (3) instructional materials and (4) educational guidance.

59 ________. A Review of the Status and Projections for the Dade County Quinmester Extended School Year Program. Miami, Florida. 48 p. April 1971. Eric #ED 058 666.

Document summarizes the evolution of the quinmester ESY program at Dade County implemented at 5 pilot high schools. This resulted from a 1969 study of alternative plant utilization plans for the most efficient use of school facilities so as to reduce the need for capital expenditure during the next 5 years. Discusses background of the plan and procedures. Explores (1) fiscal implications including analysis of projected costs; (2) evaluation plans in specific areas; (3) plans to review administrative practices; and (4) specific recommendations concerning future development of ESY programs following the evaluation of the quinmester plan implemented in the 5 pilot schools in summer of 1971. Appendix includes fiscal tables and questionnaires sent to both business and academic communities.

60 ________. Status - Activities and Direction of the Quinmester Program in the Dade County Public Schools. Division of Instruction. Miami, Florida. 176 p. November 1973. Eric #ED 071 168.

Detailed report, a nine-month update of ERIC #ED 062 689 following operation of the summer 1972 quinmester, is designed to provide information needed for deciding the future of the quinmester program. Focuses upon the experiences of the seven secondary pilot schools during the 1971-72 school year and of the 19 quin schools starting with the 1972 summer session and continuing through the 1972-73 first quin. Introduction outlines the development of the ESY Quinmester Program. Major areas comprise: (1) status report of the administration of the secondary quinmester program (student scheduling and records, curriculum, personnel, general administrative activities, plant utilization); (2) review of the 1972 summer quin (including satellite programs established in 7 other schools); (3) the planned quinmester activities for the 1972-3 school year (controlled expansion); (4) plans for the development of the elementary quinmester program (to start with 7 elementary schools) as field test centers in 1973 summer session; (5) a voluminous appendix in 3 sections containing: cost analysis, detailed evaluation report, and general statistical summary of the program. Provides charts, graphs, tables, instruments used in, and results of attitudinal surveys and achievement tests.

61 Delaware State Department of Public Instruction. Feasibility of Rescheduled School Year Plans for Delaware Public Elementary and Secondary Schools. Division of Research and Publications. Dover, Delaware. 60 p. 1969. Eric #ED 036 886.

Summarizes findings of feasibility study based on a literature survey, school visitations, and consultations with leading authorities. Classifies rescheduled school year plans into three types: staggered attendance (rotating 4-quarter), summer program, and extended term (continuous progress, trimester, quadrimester, multiple trails). Analyzes and compares the three types. Includes a 90 item annotated bibliography and a comparative cost analysis of the traditional year plan versus the extended school year plan.

62 Delran Public Schools. Final Report on "Full Year Education." Delran, New Jersey. 77 p. May 1973.

Feasibility study of a year-round education program for the Delran Public Schools comprises five sections, each containing reports and recommendations of the committees involved in the study: (1) Research committee traces historical evolution of the school calendar, reasons for change; describes basic ESY plans, especially 45-15 (Valley View, Lockport IL.) and Concept 6 (Jefferson Co., Lakewood CO). (2) Implementation committee discusses areas of concern, primarily publicity, budget, facilities modification, curriculum development, teacher contracts, scheduling, transportation, need for program coordinator; provides sample 45-15 calendar. (3) Publicity and Survey committee plans methods of public information campaign, summarizes findings; includes news releases, letters and survey instruments. (4) Finance committee describes procedures in acquiring cost estimates of a 45-15 implementation; provides comparative cost tables of traditional vs projected 45-15; estimates a 5% saving on ESY. (5) Steering committee summarizes overall findings of previous 4 committees; depicts the community and schools involved; identifies 8 alternatives as solutions to space needs; lists 13 recommendations and conclusions stressing 45-15 as best suited for their needs.

63 Dennard, Rebecca. "The Twelve-Month Four-Quarter School Year." Journal of Health, Physical Education, Recreation. Vol. 40, p. 40, 57-8. October 1969.

Author, director of health and physical education for Fulton County Schools, Atlanta, presents the highlights of the 4-quarter plan, after its first year of implementation, particularly as they relate to the fields of health and physical education. Describes the operation of the plan; the development of the new physical education curriculum, wherein grouping is by skill levels rather than by grade; the special courses designed for the summer quarter; and detailed procedures for scheduling.

64 Desmond, Richard L. "The Enigmatic Trimester Calendar." Educational Record. Vol. 52, p. 371-6. Fall 1971.

A brief for the trimester calendar as having "the greatest potential for maximum utilization of time, campus facilities and faculties" in higher education. Analyzes advantages and disadvantages of the system; surveys its history; speculates on reasons for current disuse and prospects for its revival, with suggested measures necessary for its success.

65 Detroit Lakes Senior High School. The Detroit Lakes Plan - An Experiment in Curriculum. Independent School District No. 22. Detroit Lakes, Minnesota. 232 p. 1968.

Report is an evaluation of new curriculum, "The Detroit Lakes Plan", divided into 5 phases covering a period of 3 years. Phase I explains the old curriculum and projection of the new Quarter Plan; includes goals, philosophy of curriculum development, general organization of courses and staff, and an explanation as to how the curriculum would be evaluated. Phase II considers the first year under the plan and problems encountered. Phase III continues same, with emphasis on evaluation of students and departments, and suggested changes to be made. Phase IV re-evaluates the plan after 2 years, stressing its impact on students, teachers and community, and resulting department changes. Phase V provides complete re-evaluation covering the 3-year period of the federal grant delineating impact on students, teachers and community. Emphasis given to objective test results and opinion surveys of the students. Lists advantages and disadvantages of the plan. Includes final departmental evaluations with overview of course material. Thirty-four page appendix comprises registration and course synopsis manual. Report contains tables of comparative achievements and questionnaires to students and graduates.

66 Dick , C. W. Project-Four-In-One. What Was It? Board of School Trustees District #41. Burnaby, British Columbia. 8 p. 1973.

Author involved in Project-Four-In-One, a 3-year study completed in June 1973 focusing on Vancouver School District #39, explains the study and its results. Details the study procedures designed around a modified 4-quarter plan for grades 8-12: literature search; opinion questionnaire from 1,000 Vancouver secondary school staff indicating positive results; curriculum revision suitable for 60 day courses and mini courses; construction of a timetable model for a 2,000 student school projected over a 5 year period; finally, interview questionnaires assessing receptivity of parents and students. Analyzes responses, draws conclusions: (1) public will accept longer school operation and increased costs if accompanied by increased benefits, primarily community use of the school; (2) facilitating legislative changes must be made; (3) schools should emphasize teaching students rather than subjects. Lists critical obstacles to YRS operation. Concludes with a 6 point recommendation to the people of B.C. including: initiation of pilot project; an extended school day (8:00 a.m. - 10 p.m.); a community school; study of the 4 day week.

67 Dillingham City School District. The Nongraded - Trimester - Minicourse Concept: Report to Date. Dillingham, Alaska. 51 p. May 1971. Eric #ED 050 863.

Report on the evolution, implementation and evaluation of a new schedule and curriculum designed to provide students and teachers the opportunity to determine their educational experiences, in a small high school (grades 7-12) of 140 students and 10 teachers. Plan comprises over 200 1/2-credit minicourses offered in a variety of time arrangements; all courses nongraded through 9th grade; junior high students given the opportunity to schedule into regular high school level courses; school year divided into 60-day trimesters and 63-minute time blocks comprising three 21-minute modules. Charts favorable reactions from students, teachers and outside evaluators. Appendices include sample schedules for 3 years (68-71); course offerings and descriptions; observations and evaluations by superintendent, teachers and consultants; student and teacher questionnaires and charts on attendance statistics.

68 District of Columbia Public Schools. McKinley High School Quarter System. Evaluation Report. School Year 1970-71. Washington, D. C. 48 p. September 1971. Eric #ED 062 686.

Report is an evaluation of advantages and disadvantages of two years of operation on a quarter system at McKinley High School, in which the Sept. through June school year was divided into four 9-week instructional periods. Of 1,337 administrators, teachers, and students responding to the survey, 57% liked the quarter system, 27% did not and 16% were undecided. Contains questionnaires; percent distribution and rank order of responses categorized by interest groups, i.e. administrators, counselors, teachers and students; and write-in comments and suggestions.

69 Dochterman, Clifford L. "The California Experiment: A Case Study." Compact. Vol. 4 (6), p. 29-30. December 1970.

Article presents California's experiences with year-round schools at the university level: Berkley and Los Angeles campuses instituted the 4-quarter system in 1967, abandoned the summer quarter in 1969 as fiscally unsound. Task force now reviewing alternative year round programs, with either a mandated summer quarter, or summer use of campus for other professional fields. Stresses need for specially designed summer programs.

70 Driscoll, Thomas F. "School Around the Calendar." American Education. Vol. 7, p. 21-23. March 1971.

Article describes, in positive terms, the Valley-View 45-15 Continuous School Year plan -- how it works, the holidays, vacation periods, benefits to pupils and teachers, economic advantages, and effects on community's way of life. Includes guidelines for other school districts in planning and implementation.

71 Duval County School Board. Comprehensive Plan Extended School Year Project. Duval County, Florida. 197 p. June 1973.

Voluminous report of study, to develop a 5-year plan for converting the 180-day, 13-year school program to a 200-day, 12-year program, with a calendar of four 50-day quarters utilizing a performance-based curriculum. Surveys ESY plans in two categories, acceleration plans and non-acceleration plans, citing areas of use; lists 14 generalizations common to all; provides directory of individuals active in ESY endeavors. Presents an overview of optimum and minimum plans for curriculum revision providing: a systems outline of procedures for curriculum revision; an abridged management plan for the change-over year; and costs incurred in each subject revision. Assesses facilities and operations necessary to implement the curriculum, (5-year calendar conversion, pupil impact, internal operational considerations, and costs therein.) Analyzes funding specifications and needs for developmental, start-up and differential operational costs of conversion (establishing instrument for analysis, listing revenue and appropriations, accounts analyzed, classifying each as fixed or variable in relation to the extension of the school year). Provides summary table of projected cost of ESY per year for 12 year implementation period, and complete table summarizing financial impact of ESY for minimum and optimum curriculum programs for 13 years. Discusses an evaluation design to measure within a 5-year period the impact of an ESY program upon student achievement, student opinions, attendance, educational costs, community opinion, school employee opinion. Presents reactions of a community panel regarding acceptability, feasibility and problems relative to implementation of the 200 day ESY plan. Appendix provides 5-year conversion calendar designed to serve as a planning instrument. Conclusion: 12 year 200 day program will cost more than present 13 year 180 day program because it offers 60 days additional instruction per pupil; cost per pupil day is less on the 200 day than on the 180 day plan.

72 Education Daily. "Year-Round Schools: Ask Someone Who's Tried It." p. 3-4. January 7, 1972.

Article summarizes guidelines prepared by the school staff of Valley View School District #96 (Lockport IL.) for other school systems planning a 45-15 program. Eleven points of advice stress community involvement and information; urge allowance of at least one year for planning. Includes brief description of the plan and factors necessitating its implementation at Valley View.

73 Educational Facilities Laboratories, Inc. Air Conditioning for Schools. A Report. New York. 23 p. March 1971. Eric #ED 050 469.

Pamphlet advocates air conditioning for schools to improve educational productivity. Discusses its need; explains physiological effects of thermal environment; details the beneficial effects of air conditioning upon academic achievement and teacher performance, citing educational experiments thereon; presents financial data (7% of building costs); outlines its particular advantages for both year-round schools and schools with large open-space learning areas; stresses its values in a school's modernization process, with specific school references. Outlines air-conditioning equipment suitable for new and existing schools under three basic categories: all-air, all-water, and air-water.

74 ________. "Year-Round Schools: A 'Money Saving' Idea is Loaded with Hidden Costs." Updating School Board Policies. Vol. 2. p. 1-4. November 1971. (Taken from Schoolhouse, newsletter of Educational Facilities Laboratories, September 1971).

Report describes the 45-15 ESY program, accepting the educational advantages but questioning the financial savings as minimal or nonexistent. Written before cost analyses of 45-15 were made which indicate economies (cf. Prince William Co., and Valley View), article raises questions a district should face before commitment to any all-year plan. These concern costs of: (1) remodelling, necessitating installation or upgrading of airconditioning; (2) maintenance, at variance with traditional practices; (3) staffing, since more staff are needed; (4) recreational facilities, since other areas, apart from school playgrounds, must be made available.

75 Educational Research Service. Evaluations of Year-Round School Programs. An ERS Research Brief. Washington, D.C. 37 p. 1974. Eric #ED 087 092.

Research Brief provides educators with a compilation of available data on the implementation and operation of year-round programs. Included are the evaluative studies of Prince William County VA (45-15 plan); Becky-Davis School of St. Charles MO (45-15 plan); Chula Vista CA (45-15 plan); Valley View IL (45-15 plan); Dade County FL (quinmester plan); Atlanta GA (four-quarter plan). Evaluations are reviewed separately as each district employed its own research design. Concluding remarks indicate evaluations are limited and generally inclusive in nature; evaluations identify program outcomes that were dependent upon a particular interaction of educational variables; further research is necessary. Some general observations are offered; 1) YRE has permitted school districts to avoid or postpone large capital outlays and have reduced per pupil expenditures; 2) a positive correlation exists between acceptance of YRE and length of operation; 3) YRE has not significantly affected pupil achievement; 4) YRE has created greater administrative responsibilities; 5) family conflicts have arisen when district operates under different school schedules; 6) YRE has facilitated or stimulated the development of curriculum revision.

76 ________. The School Day for Teachers and Pupils, 1970-71. ERS Circular No. 4. Washington, D. C. 42 p. August 1971. Eric #ED 057 455.

Document reports findings of study made to ascertain if the ESY program has been established in larger school districts which have greatly expanded their curriculum offerings. Information on the length of the school day (and lunch periods) for teachers and pupils was requested from the 575 largest school systems. Of the 310 usable replies, data revealed that the median school day in systems enrolling 12,000 or more students was shorter in 1970-71 than in 1964-65. Describes procedures; presents survey results in tabular form by school district enrollment size and grade level. Appendix lists legislation and regulations of all states regarding length of school day per pupil.

77 Educational Turnkey Systems. 45-15 And The Cost of Education. Prince William County Schools. Prince William County, Virginia. 37 p. 1972.

Draft report gives an in-depth evaluation of the predictable economic effects of a 45-15 calendar versus a traditional term calendar for Prince William County VA. Economic comparison in terms of staff, (instructional and support) and facility (buildings, furnishings and equipment) is described and documented. Actual economic comparison of 45-15 with traditional term is made for the Godwin Middle School. Approximate effect of 45-15 on the cost of Elementary programs is also included. Considers sensitivity of the basic results to later county-wide modification of 45-15 including a 45-15 "Start-Up Cost" analysis.

78 ________. 45-15 and the Cost of Education. Summary. Washington, D.C. (For Prince William County School Board. Manassas, Virginia.) 19 p. October 1972. Eric #ED 070 150.

Report condenses voluminous findings made for the Prince William County School Board and identifies the long-run potential for savings under an efficiently-managed calendar of year-round operations, specifying areas in which these savings are most likely to occur. Surveys history of traditional calendar and reasons for year-round schools, both qualitative (enrichment) and quantitative (space utilization), with specific reference to the modification of the Valley View 45-15 plan at the county's only secondary school, the Godwin Middle School. Comprehensive analysis of year-round school costs indicates the overall per pupil cost of education as 9.6% lower than under a traditional 9-month calendar. Provides detailed breakdown of reduction in cost in terms of (1) staff effects and (2) facilities effects. Conclusion of analysis: substantial savings obtainable by districts willing and able to innovate the 45-15 plan. Tables provided.

79 Ellena, William J. "Extending the School Year." Today's Education. NEA Journal. Vol. 58, p. 48-49. May 1969.

Article explores the extended school year concept and the reasons for its implementations. Surveys briefly and identifies the better known plans: staggered term; continuous school year; voluntary summer program; ESY for professional personnel only; two "drawing board" proposals -- continuous school year plan and multiple trails plan. Includes useful guidelines for establishing the need for, and implementation of, an ESY program.

80 ________. "45-15 In A Major School District." Phi Delta Kappan. Vol. LVI, p. 65-55. September 1974.

Interview with principal of Pasco Comprehensive Senior High School, Dade City FL, explains 45-15 plan adopted to cope with fantastic growth rate. Intent was to eliminate double sessions and to provide maximum utilization of existing facilities. Questions and answers describe curricular implications, cost factors, student, teacher, administrative attitudes, affects on counseling programs and extra curricular activities. (Cf. Ellis Berger. "Some 45-15 Drawbacks: The Teachers' View.")

81 Eugene Public Schools, School District 4 J. Roosevelt. Eugene, Oregon. 8 p. September 1971.

Illustrated brochure presents concise overview of the restructured calendar program implemented at the Roosevelt Jr. High School, Eugene OR, in 1969, on a three year experimental basis. States philosophy behind the change with emphasis on the individual; describes the school, one of eight junior high schools; outlines the rationale for developing independent learning skills, cites four goals of (self) Agency, Motivation, Creativity and Scholarship. Outlines salient features of program: 250 elective classes available to students at all grade levels; flexible scheduling system; 9-week terms; no grades combined with a continuing evaluation process; parent involvement; a House System wherein each teacher serves as "house advisor" for a homeroom of 20 students. Summarizes evaluation results: above-average student achievement, dramatic positive change in attitude of students and teachers. (Cf. Phil George. The Roosevelt Program: Changing Patterns in Education at Roosevelt Jr. High School.)

82 Evans, Charles. Trimester Assessment II, 1971-72. Fort Worth Independent School District, Texas. 64 p. November 1972. Eric #ED 083 262.

Fort Worth Trimester Plan (Intensified Learning Plan) replaced two 90-day semesters with three 60-day terms. Class periods at high school level extended to 80 minutes to compensate for the change. Evaluative data gathered from students, teachers and test results. Evaluation focused upon: 1) academic achievement, 2) effects of a lapsed trimester between courses, 3) teaching styles of trimester teachers, 4) extent of student choice for early graduation option, 5) teacher fatigue, 6) student attentiveness in longer periods, 7) overall teacher assessment of plan. Numerous tables and exhibits included.

83 Fain, James C. Curriculum Revision Based on Behavioral Objectives For Twelve-Month, Four-Quarter Schools. Final Report. Atlanta Public Schools. Atlanta, Georgia. 40 p. March 1971. Eric #ED 051 578.

Report outlines the development of a new, learner-oriented high school curriculum, designed toward behavioral objectives, and feasible for 12-month, 4-quarter schools. Task forces aided by inservice workshops recommended development of 506 courses in 12 subject areas and completed curriculum guides for 357 of these courses. Includes background information on the 12-month school; organization, membership, recommendations of the task forces; and a summary of findings from questionnaires on pupils, parents, teachers and others for their evaluation of the 12-month school. Appendix contains bibliography on year-round schools, and curriculum guides.

84 Farnsworth, James S. "Legislative Action in Michigan." Compact. Vol. 4 (6), p. 18-20. December 1970.

A member of Michigan's legislature urges legislators to consider seriously the economies and efficiencies inherent in the ESY concept in the face of dramatic increases in educational costs. Explores the basic 4-quarter plan; presents standard arguments for financial and educational advantages and oppositions to the concept; lists Michigan's legislative efforts, stresses the need for change from the luxury of the 9-month school year.

85 Figg, Jerry W. A Community Survey. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 21 p. April 30-May 3, 1974. Eric #ED 090 651.

Report is a comprehensive description of community survey procedures undertaken in Urbandale Community School District (Iowa). Major emphasis was on providing information to the public prior to conducting the survey. Citizens' study committee was formed during the initial stages of the feasibility study and was active throughout the inquiry. Teachers became actively involved with the committee a year later. Conducting the study involved 8 steps, ranging from personal interviews with community and school personnel to obtaining information from operational 45-15 programs through written reports and visitations. Following was the public relations program which consisted of newspaper articles, slide-tape presentations, and dissemination of materials to all homes in the community. Report concludes with the script of the slide-tape presentation and the results of all surveys administered together with a list of questions most frequently asked concerning Year-Round Education.

86 Finchum, R. N. Extended Use of School Facilities. School Plant Management Series. Department of Health, Education and Welfare Report No. OE-21035. Office of Education. Washington, D. C. 108 p. 1967. Eric #ED 018 071.

Examines extended school year programs in nine representative districts. Reviews practices of facility utilization beyond the standard school schedule by school and non-school groups. Presents concepts of extended day, week and year and purposes of such extensions. Selected bibliography included.

87 Florida Department of Education, Florida Technological University, and Brevard County School System. Proceedings of Third National Seminar on Year-Round Education. The Department of Education. Cocoa Beach, Florida. 150 p. 1971. Eric #ED 081 109.

Summation of seminar presentations by leading authorities on year-round education. Comprehensive report on three-day seminar provides up-date on feasibility studies in progress and on the designs being tested across the country, with special reference to Dade County FL; Fulton County GA; Jefferson County KY; St. Charles MO; Northville and Port Huron MI; Hayward CA; Valley View IL; Pennsylvania; and Saskatoon, Saskatchewan. Definitions, operational distinctions, advantages, and consequences are spelled out. Provides guidelines for working with community. Lists locations of local and state studies and pilot programs.

88 University of Florida, College of Education. Status of the Extended School Year in 1972. 101 p. November 1972.

Report is result of legislative act mandating a study of ESY plans in other school districts in the nation, with emphasis on plans providing 200 days of instruction. Surveys the historical evolution of the school year. Identifies and briefly describes the major types of ESY plans by two categories - acceleration and nonacceleration. Examines and justifies, with annotated references, 14 generalizations relating to ESY objectives, curricula, facility utilization, financing, staffing, student achievement, public relations. Detailed analysis of 14 identified ESY programs in operation or as proposed concepts. Reference materials include a bibliography, directory with addresses of persons actively involved in ESY endeavors, and a glossary of terms.

89 Fort Worth Public Schools. Quarter-Plan Handbook for Elementary Principals. Fort Worth, Texas. 30 p. June 1972.

Handbook designed to aid elementary school principals in the implementation of the Quarter Plan in the Fort Worth Public Schools in Sept. 1972. Presents both the rationale and some suggested implementations of the quarter system by providing 14 sample schedules for schools of varying enrollments (200 or less - 700 pupils). Notes strengths and weaknesses of the quarter system; objectives sought therein; alternate scheduling; changes in report cards; assistance in pupil transfers.

90 Foster - Glocester Regional School. Feasibility of Rescheduling the School Year in Foster - Glocester. Foster-Glocester, Rhode Island. 45 p. 1972.

Feasibility study to determine if year-round schools in Foster-Glocester, R. I. can be educationally efficient and can relieve overcrowded conditions. Explores steps necessary to implement a 45-15 plan for elementary, middle and high school in relation to scheduling and staffing, curriculum development, cost analysis, maintenance and operation, and, most importantly, a community information program. Charts included. Appendix provides tables of comparative cost projections.

91 Fowkes, William J. "Double Sessions: High Cost of Saving Money." Clearinghouse. Vol. 44, p. 76-77. October 1969.

Article advances arguments against double sessions as a weak form of education that is costly in terms of increased taxation and decreased educational dividends. Details results of double expenses, weakened curriculum, and an eroding educational system affecting the spirit and intellectual progress of the students and community, both in scholastic factor and extra-curricular activities.

92 Francis Howell School District. Becky-David Year-Round School Questionnaire. Francis Howell School District. St. Charles, Missouri. 9 p. 1971.

Text and results of questionnaire distributed to parents of children attending the Becky-David Year-Round School. Analyzes answers according to the cycles in which the children were enrolled, separating data for the primary and intermediate school. Includes representative comments made by parents for each question.

93 Frasher, James M. and Bentley, Ernest L. The Four Quarter School Year As Implemented in Metropolitan Atlanta Secondary Schools. Final Report. Georgia State University. Atlanta, Georgia. 97 p. August 1971. Eric #ED 058 674.

An evaluation report, prompted by national and local interest, on the status of the 4-quarter ESY program in Atlanta, implemented in 1968; the identification of what is currently operational; and the degree to which the operational plan meets the objectives upon which it was formulated. Factual data gathered from interviews with central office personnel, principals and counselors. A survey instrument was designed, tested and implemented. Reviews historical background of the plan since 1965. Responses received from students and professional staff of 31 high schools from 4 school systems, regarding 6 major areas: administrative variables, social implications, professional enhancement, program flexibility, scheduling flexibility, revised curriculum. Tabulated results, by system, indicate wide diversity between systems and among schools within the systems in achievement levels relative to the objectives for the ideal plan. Includes 24 tables, bibliography and appended observation items from students and professionals.

94 Freeland Community Schools. "STAY" - Start Teaching All Year. Extended School Year Study Committee. Freeland, Michigan. 421 p. 1970. Eric #ED 053 438.

Comprehensive report proposes a total operational program for a tri-semester year- round school in which attendance would be compulsory in three 80-day tri-semesters. In depth examination of student scheduling, teacher contract provisions, and curriculum revision including course outlines for all subjects. Includes consideration of the maintenance program, auxiliary staff, transportation, the hot lunch program, community evaluation, and air conditioning. Concluding chapters deal with the history and future of Freeland, financial data, and a building needs comparison.

95 Friggens, Paul. "Should We Switch to Year-Round Schools?" The PTA Magazine. Vol. 66, p. 2-5. March 1972.

Popular article endorses the year-round school as "an idea whose time has come", an answer to soaring enrollments, overcrowding and double shifts. Focuses on Valley View's 45-15 plan (Lockport IL), citing financial savings and advantages to teachers, students, families and communities. The author describes, from personal visits, other ESY areas, notable: Francis Howell district at St. Charles MO.; Mora MN; Jefferson Co. KY. Quotes endorsements of educational agencies and administrators, with admonition that ESY may be only a temporary stopgap for new construction, when districts are faced with explosive growth.

96 Fulton County Board of Education. Fulton County Schools Four Quarter Plan. Atlanta, Georgia. 61 p. 1969. Eric #ED 049 548.

Report describes the Fulton county course offerings, about 70% of which are quarter courses independent of each other. Lists graduation requirements and course descriptions in twelve subject areas. Describes briefly scheduling procedure.

97 Fulton County School District. Atlanta's Twelve-Month School - The Four-Quarter Plan. The School District. Atlanta, Georgia. 1968.

A checklist for school business administrators on the problems of implementing and operating a twelve-month school year. Indicates briefly how these issues were dealt with in Metro Atlanta.

98 Galfo, Armand and Ries, Roger. The Virginia Beach 45-15 School Year: Administrators' and Supervisors' Reactions. Virginia Beach City Public Schools. Virginia Beach, Virginia. 9 p. October 1974.

Study assess the opinions of Virginia Beach school administrators and supervisors after one year of 45-15 operation. Focuses on areas of: 1) administration and supervision, 2) instruction, 3) morale, and 4) community relations. Evaluation of these areas produced mixed reactions. Positive values of the Virginia Beach program were associated with instruction and pupil-teacher morale. Major problem areas were: increased administrative burdens; difficulties with cycling and hidden costs of the program.

99 Gallup, George H. "Fourth Annual Gallup Poll of Public Attitudes Toward Education." Phi Delta Kappan. Vol. 53, p. 33-46. September 1972.

The survey (taken April 1972), fourth in an annual series designed to measure the attitude of American citizens toward their public schools, emphasized various ways of providing funds for school operation. Sample included 1614 adults, 270 educators. Indicates that year-round school is gaining acceptance, with a majority approval: 53% for, 41 % against, 6% no opinion. Professional educators were more favorable: 66% approving, 30% disapproving, 4% no opinion. Trend is seen in comparison with the 1970 survey when 42% approved, 50% disapproved and 4% had no opinion. Of the nine major problems cited in the public schools, four are related to year-round school: (1) lack of proper facilities, (2) too large classes, (3) lack of proper financial support, (4) poor curriculum. Other issues included in the survey: goals of education, accountability, student rights, compulsory attendance, teacher tenure, alternative ways for students to learn, public attitudes towards school boards and teachers. Reports the research procedure; tabulates detailed breakdowns; describes fully the design and composition of the adult sample.

100 Gardiner, Richard A. Time and Opportunity - The School Year. Commission on Public School Personnel Policies in Ohio. Cleveland, Ohio. 58 p. June 1972. Eric #ED 076 500.

Report describes ways of improving the education of students by better use of the school calendar. Decries the 180 day calendar as a social phenomenon, indicating its disadvantages in meeting both educational needs of children and professional needs of teachers. Cites two prime objectives of calendar revision as educational improvement and space needs. Report highlights 3 major ESY plans: the Atlanta (GA) voluntary 4-quarter plan; the Hayward (CA) Park Elementary Program, compulsory 4-quarter plan; the Valley View (IL) 45-15 plan. Describes each, listing motivating objectives, positive and negative aspects, the development of new program and course options, and enabling legislation where needed. Recommends establishment of a pilot program in Ohio to prepare, implement and evaluate an ESY program in adjacent school districts representing city, suburban and rural areas, on elementary and secondary levels. Two appendices provide: I. Synopses of other plans, namely Dade County, Miami Beach (FL); Champlain Valley Union H.S., Hinesburg (VT); Prince William County School District (VA); Francis Howell School District, St. Charles (MO); La Mesa-Spring Valley and Chula Vista (CA); Franklin Pierce School District, Tacoma (WA); Jefferson County School District, Louisville (KY); Artesia School System (CA); Rochester Area School District (PA); II. Brief citation of schools studying calendar revision in Ohio.

101 Geissinger, Robert W. and Coleman, Alvin F. Year-Round School Research. Pennsylvania State Department of Education. Harrisburg, Pennsylvania. 66 p. 1972. Eric #ED 070 149.

Detailed cost analysis study conducted in the Annville-Cleona School District (PA), using actual budgetary and enrollment data, compares the costs of 2 alternatives: (1) initiating a K-5, 45-15 year round school or (2) constructing an elementary school building. Model used was adapted Furno Cost of Education Index (published in School Management, January 1971), which presents the method of cost evaluation and quality control in six areas, each comparing the performance of the school district with performances nationally: (1) financial climate, (2) spending policy overall, (3) spending policy for net current expenditures, (4) budget allocations, (5) salary policy, (6) staffing policy. Describes procedures; analyzes results for each of the areas; concludes that the initiation of a 45-15 plan would save the district $51 per pupil the first two years, $89 per pupil the next 18 years over the construction of a new building, with start-up costs estimated at $100,000 a year for two years, and state savings at over 2 million dollars; argues for state subsidies for year-round operations. Furno model applicable to other school plans. Provides tables, charts and appendices comprising budget, computations and instructions for preparing Year-Round Education Index Work-Sheets.

102 George, Phil. The Roosevelt Program: Changing Patterns in Education at Roosevelt Junior High School. Oregon School Study Council Bulletin. Vol. 16, No. 6. Univ. of Oregon. Eugene, Oregon. 25 p. February 1973. Eric #ED 075 901.

Bulletin details major changes effected at Roosevelt Jr. High School (Eugene, Oregon) in 1969, on a 3-year experimental basis. States philosophy underlying changes, stressing attempts to meet the needs of the individuals. Salient features of the program: each semester broken into 9-week terms, called "quarters"; school day comprises 8 periods, with teacher options of offering classes either daily or double time on alternate days; 250 elective courses offered to any student regardless of grade level; no grades; graduation determined by staff evaluations. Success of program attributed to House System wherein every teacher advises 20 students. Presents major points in the program's evaluation, indicating positive attitudes and achievement, and dramatic increase in parent involvement and interest. (Cf. Eugene Public Schools. Roosevelt; and Roosevelt Jr. H.S. Training Manual, Curriculum Guide. Paper Counselor.)

103 Gillis, Reid. The Twelve-Month School. A New Approach. Croft Leadership Action Folio No. 11. Croft Educational Services. New London, Connecticut. 1970.

A three part document in folio form. Each section contains a four page dissertation and supporting tables, appendices, exhibits, bibliographies. Part A reviews the need, outlines the benefits, and discusses the rationale for the year-round school. It includes a comparative chart of the characteristics of five extended school year designs: four quarter, continuous school, modified summer, trimester, quadrimester. Part B reviews the steps necessary in planning a new curriculum reflecting the flexibility of a four quarter plan. It includes sample departmental programs, course outlines, and teacher guidelines for the new curriculum from the Fulton County Schools in Atlanta, Georgia. Part C outlines procedures for implementing the plan and informing the public, teachers and students. The exhibits include possible topics for speeches, representative newspaper reports, new forms for student records, transcripts and report cards from the Fulton County Schools.

104 Glinke, George B. "Experimenting With a Voluntary Program." Compact. Vol. 4 (6), p. 31-32. December 1970.

Director of year-round education in Utica, Michigan, traces the optional five team program in the Utica Community Schools from feasibility study to implementation of pilot program planned for fall of 1972. Establishes guidelines, stressing advantages, necessity for curriculum revision and public relations program. Discusses political action on the state and local level, arguing for state support for year-round school, leadership for which must emanate from the governors.

105 ________. The Extended School Year: A Look at Different School Calendars as Proposed by Various School Districts in America. Utica Community Schools. Utica, Michigan. 51 p. July 1970.

Furnishes definitions, operational details including calendar specifics, and advantages of sixty-seven extended school year plans. Nine calendars presented in chart or tabular detail.

106 ________. Extended School Year Programs Found in the United States and Canada. 1966-1970. Utica Community Schools. Utica, Michigan. 12 p. January 1971.

Lists in chronological order, locates by state and county, and briefly outlines extended school year studies, conferences, or pilot programs throughout the U.S. and Canada during the period 1966-1970.

107 ________. How to Organize a Community Study on Year-Round Education. Utica Community Schools. Utica, Michigan. 5 p. February 1971.

Describes the early stages of implementation of a year-round plan in Utica. Focuses particularly on techniques successfully used to involve the community and to secure its initial support. Points out subsequent steps in implementation.

108 ________. A Tooling Up Plan to Move Toward the Optional Five-Term Year-Round Educational Concept Including the Cost Analysis for Phases III and IV, 1971-1976. Utica Community Schools. Utica Michigan. 6 p. January 1971.

Reviews the five phases of implementing the optional five-term year-round school desgin in Utica, and provides a framework for moving into phase III, curriculum development. Includes a preliminary cost analysis for specified personnel and tasks of phases III and IV (pilot program). Supplies details on the structure and purposes of the curriculum standing committee along with suggested patterns for developing new term course labels and syllabi.

109 ________. Types of Change and Sample Questions With the Optional Five-Term Year-Round Education Plan. Utica Community Schools. Utica, Michigan. 2 p. March 1971.

Describes advantages of year-round education in Utica Schools. Outlines difficulties and changes to be expected. Lists sample questions the community is likely to ask.

110 Glowski, Mathew. A Report on Extended School Year Programs Including Features of Year-Round Schools for the Northern Valley Regional High School District. Northern Valley Regional High School District. Closter, New Jersey. 38 p. January 1974. Eric #ED 087 105.

Report of an investigation into year-round school programs to meet anticipated enrollment increases and maintain high quality education standards of the Northern Valley Regional High School District, N.J. Chapter I reviews student population growth (not as large as anticipated); the need for expanded educational opportunities; characteristics of the District pertinent to year-round school use (especially modular scheduling, staggered vacation patterns, large summer sessions). Chapter II describes major ESY programs in theory and practice, analyzing their probable educational, social and fiscal impact in the District, listing advantages and disadvantages in each category. Plans include: 45-15; mandatory staggered quarter; voluntary quarter and quinmester; and brief mention of the four-day week (Unity ME), flexible all-year, multiple trails, concept-6 (Jefferson Co. CO), multiple access curriculum and calendar (Hinesburg VT), and extended school usage (Tenafly NJ). Chapter III identifies and recommends for implementation in a pilot project four features of year-round schools, discussing for each educational, social and fiscal ramifications with advantages and disadvantages: (1) term length courses (45- and 90-day) to increase educational opportunities through program flexibility; (2) expanded use of instructional objectives to enhance the quality of education; (3) expanded summer and evening opportunities; (4) self-selected vacation periods. Appendix provides 10 tables with data on school district facilities; summer school; faculty and student matters.

111 Goldberg, Robert and Grobman, Hulda. "Helping Pupils Fail Algebra." Clearinghouse. Vol. 46 , p. 468-470. April 1972.

Authors assess the practice of extending Algebra from the normal two-term to 3- or 4-term study for failing students. Cites survey and studies proving failure of the program and reasons thereof. Conclude need for a different approach and question necessity of Algebra in a college preparatory program.

112 Gove, James R. Final Report. Feasibility Study of the 45-15 Plan for Year-Round Operation of a Public High School Served by an Elementary District (Valley View #96, Will County, State of Illinois) Already on the 45-15 Plan. Romeoville, Illinois. 210 p. October 1972.

Study examines the feasibility of a High School District operating under the compulsory "Valley View 45-15 Continuous School Year Plan." Salient features include reporting of three different types of secondary year-round school operations, and surveys of the local boards of education, local community, local high school staff, Illinois high school principals, and Illinois teacher union officers. Explains external and internal scheduling requirements. Summarizes findings from the Illinois High School Association and the Illinois Teachers Retirement System. Comprehensive legislative chapter reports on Illinois Year-Round School Legislation. A fiscal analysis study includes the fiscal implications of the secondary operation past, present, and future. Concludes that a 45-15 operation at the secondary level is feasible, but that certain prerequisites must precede actual implementation, and certain operational areas must be evaluated in depth.

113 ________. Year-Round School: The Valley View 45-15 Plan. Speech presented before the New Jersey School Boards Association 19th Annual Workshop. Atlantic City, New Jersey. 8 p. October 27-29, 1971. Eric #ED 057 438.

The assistant superintendent of Valley View District #96 presents broad overview of the Valley View 45-15 Continuous School Year Plan. Traces the evolution of the traditional 9-month school calendar; the attempts in the 1930's to restructure the school year and reasons for failure (lack of computers for scheduling and public non-support); the launching of the plan in June 1970, necessitated by the rapid pupil expansion. Describes the rotating features; summarizes its economic advantages; answers counterarguments raised.

114 Gove, James R. and Page, J. Patrick. Feasibility Study of Full Year Public School Operation. (Valley View 45-15 Continuous School Year Plan). Lockport, Illinois. 262 p. October 1970. Eric #ED 048 524.

Comprehensive report describing the 45-15 plan in detail. Gives a background of the school district, analyzes effects of the 45-15 plan on school and community, chronologically summarizes significant events that followed implementation of the plan. Includes reprints of newspaper articles discussing the plan.

115 Grady, Roslyn M. and Thatcher, Dwain L. First Operational Year Report of Concept 6 Year-Round School (ESEA-III-73-0105). Colorado Springs School District Eleven, Colorado. 185 p. and appendices. August 1974.

Comprehensive evaluation of first experimental year of Concept 6 operation at Penrose Elementary School and Russell Junior High School (CO). Objectives were: 1) implementation of year-round school plan in July 1973 which would accommodate one-third more students yearly in existing buildings without extending the length of the school day; 2) provision of 180 days of instruction for each student by using the building 245 days per year; 3) individualization of instruction to provide smooth transition between school sessions and vacation periods; 4) provision of remediation and enrichment opportunities during vacation periods; 5) development of procedure to involve parents in the determination of their child's instructional and vacation patterns; 6) collection, analysis and reporting of data relative to student achievement and attitudes of students, staff and parents. Evidence demonstrates these objectives were achieved. Report contains historical perspectives, project descriptors, three part evaluation, summary and recommendations. Appendices include attitudinal instruments, student attitudinal tables, curriculum materials developed through Title III funds. (Cf. Jefferson County School District R-I. Concept 6; William White. Concept Six Year-Round School Plan; Roslyn M. Grady and Dwain L. Thatcher. Section II Theses and Abstracts).

116 Grand Forks School Board. The Extended School Year: A Feasibility Study. The School Board. Grand Forks, North Dakota. Unpaginated. Undated.

Reports presents a model extended school year program for consideration by the Grand Forks School Board. The proposed calendar projects a 220 day attendance cycle with 40 days "Scheduled out" for each student. Report focuses on student and staff scheduling, building modifications, equipment and related factors. Presents a differentiated staffing model and a curriculum development proposal. Summarizes financial data.

117 Gresham Grade School District. Year-Round Education. Gresham, Oregon. 1973.

Packet of informational materials prepared for residents of Gresham Grade School District. Includes booklet entitled Introduction to Your Schools, a collection of newspaper atricles pertaining to Gresham's year-round education program, a year-round evaluation questionnaire, and 30 suggested advantages of the 45-15 YRE plan.

118 Guess, Arnold. Analysis of the Process and Methodology of a School Finance Study in Kentucky. Bureau of Elementary and Secondary Education, School Finance Study Unit. Washington, D.C. 72 p. September 1, 1973. Eric #ED 084 697.

Paper describes the processes and methodology used in a three year study of the Kentucky Foundation Program (the body of related Kentucky Revised Statutes which directs the amount and flow of state aid for public elementary-secondary education in the state). Technical, research, citizens advisory council and local study committees examined a broad range of issues. Consideration of ESY yielded the recommendation for experimentation with pilot programs and the proposal for permissive legislation. Conclusion was that every district should have the opportunity of extending the school year, with state participation in the cost of the program.

119 Hamilton, Clarence A. A Financial Evaluation of Becky - David Year-Round School. Francis Howell School District. St. Charles, Missouri. 32 p. June 1970.

Document analyzes the economic advantages and disadvantages of the year-round school plan devised for the Becky-David primary and intermediate school in its first year of operation. Reviews the research procedures and interviews with school personnel used in developing the plan. Examines the effects of the new schedule on major areas of expense: administration, teacher salaries, food services, operations and maintenance, and transportation. Makes recommendations for budgeting procedures and accounting systems.

120 Hatch, James E. The Extended School Day. An Introduction Into Increased Use of Facilities. Gates Chili High School. Rochester, New York. 22 p. September 1971.

Principal of Gates Chili High School in Rochester (NY) describes implementation of the Extended School Day (ESD) 1971-72 as solution for needed space following public defeat of three bond issues. Plan comprises 7 sessions each day,overlapped into a 13 period day. Includes sketch of each session's student make-up; lists 7 educational and 6 economic advantages of ESD; discusses salient features of teacher and student assignment, student employment, sports and activities, attendance and grades, discipline. Administrative organization charts illustrate: time-schedules of the 7 sessions; 7 page overview of high school management responsibilities; session schedules of the overlapping ESD for 72-73 and 73-74.

121 Hayes, Donald P. and Grether, Judith. The School Year and Vacations: When Do Students Learn? Paper presented at the Eastern Sociological Association Convention. New York. 22 p. April 19, 1969. Eric #ED 037 322.

Report on a study of 600,000 New York City schoolchildren, grades 2-6, to ascertain the effects of vacations on reading and word knowledge. Traces differentials in white and non-white reading achievement to differential progress in reading and word knowledge during non-school periods. The Metropolitan Achievement Test, given in September and April over two successive years, indicated a gap of 2.7 years in reading achievement and 2.8 years in word knowledge. Data show that half or more of the differentials in reading and word knowledge achievement were associated with the months the children were out of school, in that the spring to fall vacation periods affect adversely non-white word knowledge more than reading achievement. Authors suggest that perhaps the formal jurisdiction of the school authorities may prove to be too narrow for the responsibility of developing the reading and vocabulary skills. Tables, graphs and references included.

122 Hayward Unified School District. Four-Quarter Extended Year Program. Second Evaluation Report: Park Elementary School. Hayward Unified School District. Hayward, California. 71 p. May 1972. Eric #ED 075 902.

Evaluative study of the Park School mandated Four-Quarter Plan (K-6) covering its first 3 years (1969-72) describes and analyzes data relating to the development, operation and evaluation of the program, obtained from achievement tests and questionnaires. Report is divided into 4 sections: 1) background information detailing the development of the program from feasibility study to implementation; 2) analysis of survey questionnaire data, with summaries of staff, parents and pupils; 3) report of test results of the California State Mandated Testing Program, given after each of 3 consecutive years; 4) general summary, conclusions and recommendations. Findings reveal: 1) parents, staff and students rate the program as excellent (80% supportive); 2) program provides more opportunities for parent participation in school activities; 3) better student-teacher-parent relationships have resulted; 4) consistently higher achievement gains in basic skills of reading, language and arithmetic after 3 years of the program. Recommends extension of the basic 4-quarter design to other elementary schools and the junior high, and further evaluations and cost analyses. Four appendices furnish the plan's calendar, state education code, elementary schools used as controls in evaluation and staff listing.

123 Head, B.C. Project Report: Title III ESEA Feasibility Study of Year-Round Schools. Oklahoma Department of Education. Oklahoma City, Oklahoma. 82 p. February 1973.

Report of a feasibility study of the ESY concept, prompted by Oklahoma legislature, undertaken by 2 school districts representing a large urban system and a small rural system, as a guide for other districts in state. Objectives: to explore the relative advantages of the year-round school (K-12) in four-fold enquiry: (1) feasibility of ESY concept in Oklahoma; (2) best type of plan; (3) best methods of implementation; (4) legislation needed for changeover. Conclusive findings: year-round schools are feasible; voluntary 4-quarter plan is best for needs; legislation and monies must be provided (10% more) to allow and encourage ESY development in Oklahoma. Bibliography included. Appendices detail budget effects of the 4-quarter plan, the 45-15 mandatory plan and scoring for needs assessment survey with questionnaires.

124 Heller, Melvin P. The Extended School Year: Evaluation and Pitfalls. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 21 p. April 30-May 3, 1974. Eric #ED 090 649.

Author critiques the extended school year concept by offering pros and cons of its various plans. Although curriculum revision is not mandated in ESY, it is usually necessary due to the change of organizational patterns. Cautions that current savings on construction costs is only temporarily postponed in a growing school district that employes ESY. Because construction costs increase 20% to 30% annually, the district will spend much more for new schools in the future than if they were built today. Suggests that a major informational program be undertaken prior to surveying the attitudes of the community.

125 Heller, Robert W., Chaffee, Leonard M. and Davison, Ronald G. "Two Computer-Based Scheduling Programs Analyzed." NASSP Bulletin. Vol. 58, p. 64-82. March 1974. Eric #EJ 093 838.

Article describes Project PASS - an attempt to study and compare two computer-based school scheduling methods as applied in two schools. CLASS (Class Loading and Student Scheduling Program) assigns students to class sections after the school's schedule has been manually developed. GASP (General Academic Simulations Program) generates a master schedule on the secondary school level. Costly and technically sophisticated, significant application for year-round education is simulation capability of GASP to evaluate school capacity for handling expected increases in enrollment. Advantages and disadvantages of each system reported.

126 Henderson, Gene. A Model: 45-15. A simulation notebook presented at the Sixth National Seminar on Year-Round Education. Chicago, Illinois. 24 p. April 30-May 3, 1974. Eric #ED 089 477.

Superintendent of Francis Howell School District explains reasons for favoring the 45-15 year-round school plan over plans such as 42-14 or 48-16. Offers pros and cons of the staggered start-end cycle and the three-cycle-start-end plans. Considerable attention is given to the many options available for scheduling teachers and classes which demonstrate the flexibility of the 45-15 YRE program. Report offers a suggestion for making up emergency school closing days.

127 Henson, E. Curtis. The Four-Quarter Program in Secondary Schools. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago Illinois. 26 p. April 30-May 3, 1974. Eric #ED 090 643.

Booklet reviews Atlanta's Four Quarter Program, its two years of planning and its implementation since 1968. Characterizes the non-sequential, non-graded, individualized program as a response to the times rather than a reaction. Emphasizes that all high schools are open year-round, full-day, tution-free, and provide for maximum curriculum flexibility and enrichment of learning opportunity. Includes fourth quarter enrollment data, atheletic eligibility requirements, special program additions and selected student reaction. Appendix incorporates conversion table of academic and activity credits to quarter hours, school calendar, graduation requirements and bibliography. (Also published by Atlanta Public Schools, January 1974).

128 ________. The Four Quarter School Program. Atlanta Public Schools. Atlanta, Georgia. 4 p. December 1972.

Brochure gives succinct overview of Atlanta's four-quarter program - what it is, how it works, and the benefits it provides for students. Stresses extensive revision of educational goals and curriculum. Major section comprises answers to 18 questions asked most frequently regarding the nature of the program and the degree of its success.

129 ________. The Four-Quarter School Year. Atlanta, Georgia. Atlanta Board of Education. 61 p. January 1970.

Report outlines the origin, development and implementation of the four-quarter program designed for the eight school systems serving metropolitan Atlanta. Describes the organizational structure set up to design the curriculum and redefine administrative and personnel tasks. Includes a typical student schedule and answers to frequently asked questions. Appendices: course guides in Mathematics and English, flow charts in science and mathematics, procedures for revising course offerings, complete list of English courses, conversion table for changing Carnegie units into quarter hours, high school graduation requirements, calendar for two school years.

130 ________. The Four Quarter School Year. Atlanta Public Schools. Atlanta, Georgia. 11 p. February 1972.

Brief pamphlet gives concise overview of Atlanta's four-quarter program - how it was developed, the needs of the city, what it is. Details its development by the 8 school districts in the metropolitan area; describes the new computer-assisted curriculum - non-sequential, non-graded, individualized, with behavioral objectives, providing for flexible scheduling, more counseling and wider options. Through questions and answers, it assesses the impact of the program upon Atlanta's public schools -- financially and educationally, with positive conclusions drawn.

131 ________. Work Experience and Year-Round Education. Atlanta Public Schools. Atlanta, Georgia. 4 p. June 1973.

Author contends work (occupation) is central to the development of personal self image and social/economic life style. Questions how pieces of acquired academic knowledge and performance skills can be meaningfully joined as "work" after high school completion if segregated throughout high school experience. Observes that students enrolled in Atlanta's Four Quarter Program, given an opportunity for work experiences, gain in four areas: 1) work experience gives meaning to the academics; 2) work experience expands the pupil [illegible]kills and knowledge and gives better bases for future decisions concerning life choices; 3) work experience benefits the pupil economically either through money earned or by providing services for himself which otherwise would have required expenditure of funds; 4) work experience enhances the pupil's ego.

132 Hentschke, Guilbert C. and Gold, Sheldon. "Toward Analyzing the Economic Impact of Changing to a Different School Calendar: Part One, 'Background and Design of the Study'." IAR Research Bulletin. Vol. 13, p. 3-7, 10. February 1973.

The first of two articles on year-round schools describes background, evolution and features of various plans classified two-fold: (1) staggered attendance to increase utilization (four-quarter, 45-15); (2) longer calendar to accelerate student progress (continuous school year, multiple trails, modified summer). Cites arguments and counter agruments with regard to: teacher options; facilities use (buildings and buses); maintenance and operation; materials and equipment; overall cost profile including many variables (as state legislation, community reactions). To assess the economic impact of changing to a 45-15 calendar, a design is presented in the form of six overall activities that must be undertaken sequentially: (1) Establish a profile of resource demands prior to conversion to 45-15; (2) Extrapolate resource demands based upon the profile developed under the traditional schedule (enrollment projections, escalation projections, e.g. salaries); (3) Establish a profile of resource demands under the 45-15 plan; (4) Extrapolate resource demands based upon the 45-15 program profile; (5) Develop "balance sheets" to compare the profiles of the traditional plan and the 45-15 plan; (6) Develop "balance sheets" to compare the 5-year projected resource demands upon the school district of the traditional plan and of the 45-15 plan. Provides diagrams and graphs. (Part II to be published May 1975)

133 Hermansen, Kenneth L. and Gove, James R. The Year-Round School: The 45-15 Breakthrough. Linnet Books. Hamden, Connecticut. 154 p. 1971.

Comprehensive study of the Valley View 45-15 Year-Round School plan. Chapters one through five treat the history of school calendar revision, condensing and evaluating many year round school proposals. Chapters six through twelve record the development of the Valley View plan through legislature, administrative and policy actions; faculty relations, community communication and problems of scheduling, management and finances are discussed. Chapters thirteen through sixteen analyze the outcome of the plan in Valley View; describes the Oak View Elementary School, designed and built to house a year-round school and community program; and offers guidelines for a successful transition to a year-round program.

134 Hinkle, Dennis E. Methodological Approaches in Evaluating Year-Round Educational Programs. Paper presented at symposium of annual meeting of American Education Research Association. New Orleans, Louisiana. 36 p. February 25-March 1, 1973. Eric #ED 076 682.

Author contends traditional evaluation methodologies of education are inappropriate for evaluating year-round education programs. Offers CIPP Evaluation model as an effective and efficient design for evaluating an educational program with the magnitude of YRE. CIPP acronym referrs to four types of evaluation strategies: Context, Input, Process, Product. CIPP model consists of thirty generalizable steps and includes several particularly important to YRE evaluation: identification of the various levels of decision-makers; writing of objectives based on performance criteria; determination of value and priority for each objective. Author concludes goal should be responsible decision making, based on the availability of appropriate information, and that his evaluation design would provide such information.

135 Holt, Howard B. "Year-Round Schools and System Shock." Phi Delta Kappan. Vol. 54, p. 310-311. January 1973.

Educator applies the thesis of Toffler's book, Future Shock, to examining the year-round school and its possible "shock" impact on systems of education. Surveys reasons for current "agrarian" calendar and for abandonment of ESY plans over last 50 years. Examines the 45-15 or 9-3 plan to illustrate the system shock possibilities, citing 6 disadvantages and 8 advantages for students, parents and teachers, most importantly, a revalidation of school operations leading to complete restructuring of athletics, curriculum and organization.

136 Howe, Paul H. "Year-Round School Makes Good Business Sense, Says This Boardman-Businessman." American School Board Journal. Vol. 160, p. 46-48. February 1973.

A member of the school board of Portland, Oregon, operating 115 school buildings, argues that year-round schools make good business sense by providing: (1) more efficient use of capital investments (with only 3/4 of the schools needed, sales of the others plus taxes generated would increase the revenue producing potential of local property taxes); (2) alleviation of uneconomical and undesirable peaks in work and in recreation by changing school vacation patterns, (thereby expanding student employment and enabling recreation facilities to operate all year); (3) more sensible perception of teacher salaries (year-round pay for year-round employment). Furnishes chart indicating potential increase in teacher earnings under ESY.

137 Hudson School District. Alvirne Quarterly Plan. Hudson, New Hampshire. 5 p. 1972.

Brief report describes the implementation of a quarterly program for Hudson School District. Includes an overview of the program; requirements for graduation; procedure for attendance; and the school calendar for 1972-73. (Cf. Alvirne High School. The Steckevicz-Alvirne Quarter Plan.)

138 Hunt, Walter A. Characterists of School Districts Related To Implementation of Year-Round Schools. Paper presented at American Educational Research Association 59th Annual Meeting. Chicago, Illinois. 20 p. April 15-19, 1974. Eric #ED 088 199.

Study sought to particularize the characteristics of public school districts that completed YRE feasibility studies 1963 to 1973. Purpose was to determine if there were differing characteristics between schools implementing full-scale YRE models, restricted YRE models and those that chose not to implement a year-round program. Concurrent considerations were basic questions concerning YRE operation. Findings indicated that the attitudes of teachers, administrators, parents, students and business community to year-round education have greatest predictive value; no list of school district characteristics could predict decision to implement a year-round plan.

139 Hurnard, John R. Extending the Scope of the School: Considerations for Reorganizing the School Year. Oregon School Study Council. Eugene, Oregon. Research Dev. Serv. Bul. Vol. 15, No. 5. 27 p. January 1972. Eric #ED 062 680.

Paper examines some alternatives regarding reorganization of the school year and organizational problems of space, cost-saving, and effectiveness. Emphasizes variables that may be manipulated in reorganizing the school, namely length of the operating school day, length of the student's school day, length of the operating school year, length of the student's school year, and arrangement of terms and vacations. Three specific plans described are (1) student acceleration plans (trimester, quadrimester), (2) term rotation plans (staggered quarter, 8-9/2, 45-15), and (3) multiple trails plan. References to available publications concern the reorganized school year.

140 Ibsen, C.A. Prospects and Problems of the Year-Round School in Contemporary American Education: A Sociological Examination. Paper presented at American Educational Research Association 58th Annual Meeting. New Orleans, Louisiana. 17 p. February 1973. Eric #ED 075 959.

Author examines the year-round school for its potential sociological impact on family and community life without carefully collected research data. Argues that 45-15 would enhance integration of family and school as child socializing agents; that deliquency rates would drop; that altering the school calendar upsets the customary interrelationship of 10 identifiable community interest clusters competing for authority and influence on child development, but yet be necessary to achieve the goal of a quality education for all children.

141 Ikeda, Carole M. The Implications of Year-Round Education for Hawaii's Public Schools. University of Hawaii. Honolulu, Hawaii. 95 p. 1972.

Comprehensive, researched report of study undertaken by legislative mandate, to explore the economic, educational and sociological feasibilities of year-round education for Hawaii, which alone maintains a centralized statewide school system. Presents historical review of YRE in the United States. Explores in detail major plans, citing areas of implementation, primary objectives, advantages and disadvantages of each, grouping them into 3 major patterns: (1) year round school plan - rotational or staggered, within a 180-day pupil calendar (4-quarters and 45-15); (2) extended school plans - with more than 180 days per pupil, comprising 6 basic plans (continuous school year, multiple trails, trimester, quadrimester, extended K-12, modified summer school); (3) traditional summer school plan. Analyzes the Kona 4-quarter plan and reasons for failure. Summarizes findings of opinion surveys of educational officers, teachers and parents, all favoring the summer school approach. Recommends establishment of pilot project on a voluntary summer school program and, secondarily, a rotating 4-quarter and an ESY plan. Concludes feasibility of YRE, contingent upon: curriculum revision; support of community, staff and faculty; sufficient funds. Five appendices provide legislative resolutions, survey instruments and tabulations of teachers, educational officers and parents. Includes tables, diagrams and research references.

142 The Instructor. "Year-Round School: Park School, Hayward, California." Vol. 79, p. 36-8. March 1970.

Article describes the 4-quarter plan implemented in the fall of 1968, at the 453 pupil, K-6 Park School in Hayward, California, stressing individualized, continuous progress. The plan comprises four 50-day quarters, with 3 weeks between quarters (a 10-3 plan) as a vacation for students; but teachers devote one of the weeks to planning, in-service training and parent-conferences. Describes the reorganization of the school; modification of the curriculum; advantages; parental survey (80% positive). Achievement and attitudinal evaluations are currently in progress.

143 Jefferson County Board of Education. "Nine Month School Year Out!" Your Jefferson County Schools. Vol. 13:3. 8 p. June 1970.

Jefferson County's (Kentucky) four-quarter plan is presented as logical alternative to the present school year. Criteria behind selection of four-quarter and specific advantages are outlined. Implementation tasks are noted and the calendar presented. Questions frequently asked about the plan are specified along with answers. Newsletter format suggests a public relations model.

144 Jefferson County Public Schools. About E Q P. Jefferson County Education Center. Louisville, Kentucky. 7 p. August 1972.

Brief pamphlet describes the Elective Quarter Plan currently being used in Jefferson County, Kentucky. Includes a calendar showing attendance days and vacation days for a school year. Discusses the handling of courses, grade placement, graduation considerations, report cards, textbooks and fees; concludes with a word to students regarding extra-curricular activities.

145 Jefferson County School District R-1. Concept 6. Lakewood, Colorado. 15 p. 1974.

Report explains the selection of Concept 6 as the most suitable year-round school plan to implement in Jefferson County for a pilot program commencing July 30, 1974. Sixteen schools with a total enrollment of 14,000 K-12 pupils will be involved for a 2-year trial period. Under Concept 6 the school year is divided into 6 terms. Students attend two consecutive terms, vacation for one term and then repeat the pattern. A major concern of the community was the effect of YRE on interscholastic athletics. Problem was solved with little or no inconvenience to participating students. Reports on the Colorado Springs Concept 6 pilot program which is in progress. Appendix is a summary of staff and parent attitudes towards Concept 6, which shows strong support for the program. (Cf. William White. Concept Six Year-Round School Plan.)

146 Jefferson Parish School Board. Preliminary Report. The Feasibility of Implementing A Year-Round School Program in Jefferson Parish. Greta, Louisiana. 71 p. March 30, 1973.

Report indicates public school enrollment increases motivated Jefferson Parish feasibility study. Four sections sketch the functions of the steering committee, the year-round concept in American education, the year-round concept in Jefferson Parish and recommendations. Includes a bibliography and an appendix containing departmental reports.

147 Jensen, George M. The Calendar - Underdeveloped Educational Resource. Paper presented at the 3rd Annual National Seminar on All-Year Education. Cocoa Beach, Florida. 16 p. March 24-26, 1971.

Revised address gives a concise history of the year-round school concept with specific reference to Aliquippa PA, Bluffton IN, Newark NJ. Evidence presented to support the idea of the calendar as a most important but long neglected educational resource. Misconceptions concerning year-round school are examined and challenged.

148 ________. "Does Year-Round Education Make Sense." Compact. Vol. 4 (6), p. 4-6. December 1970.

Chairman of the National School Calendar Study Committee discusses year-round schools as inevitable in face of growing social, economic and educational problems; their effect on space savings, construction costs and curriculum revision; and impact on teachers and students and their families.

149 ________. Effects of Year-Round Education on Business Industry and the Professions. Presented at the First Annual Mid-South Educational Research Association Convention. New Orleans, Louisiana. 7 p. November 9-11, 1972.

Address characterizes the possible effects of year-round education on the business and professional sector of the economy. Author notes possible effects are dependent on the set of conditions naturally developing with the general implementation of some form of continuous flow, year-round plan of elementary and secondary education. Such a calendar would have no general stopping or starting time and would employ a mostly open-spaced, non-graded type of program. Individualized instruction and team teaching would be an adjunct. Mandatory interspacing of periods of school attendance and vacations would be vital. Impact of YRE would be most evident in areas of: 1) personnel practices; 2) financial section; 3) "load factor" or the evenness of flow of the volume of business done or professional services rendered.

150 Johns, Roe L. "The Extended School Year." Dimensions of Educational Need. Vol. 1 of the National Educational Finance Project. Reprinted in Hearing Before the General Subcommittee on Education of the Committee on Education and Labor, 92nd Congress, 2nd Session, on The Value of Year-Round Schools. p. 373-380. 1972. Eric #ED 069 043.

Chapter examines a number of ESY plans to determine which types will increase or decrease school costs. Identifies 12 purposes of ESY plans; justifies increased costs as fiscally sound if they result in increased educational quantity and/or quality. Summarizes the studies of the Florida Educational Research and Development Council (1966) which, using operations research methods, analyzed the assumed relative operational costs of seven different types of all year plans, when applied hypothetically to Polk County, Florida. No consideration given to savings in construction costs. Summarizes briefly financial implications of 5 ESY designs studied by the N.Y. State Department of Education (staggered 4-quarter, trimester, multiple trails, quadrimester, extended K-12 continuous progress). Summary and selected bibliography appended.

151 Johnson, Sharon Counts. "Flexible-Modular Scheduling." Educational Management Review Series No. 4. Oregon University. Eugene, Oregon. 10 p. March 1972. Eric #ED 061 580.

Review surveys recent documents previously announced in Research in Education concerned with flexible-modular scheduling. Assesses benefits derived from innovative scheduling techniques which provide for substantial change in the roles of students, teachers, and administrators: students can choose instruction individualized to meet needs; teachers can assume greater participation in both curriculum planning and the development of new instructional methods; administrators can choose from multiple alternatives for organizing the school day and managing time and space use in their schools. Lists references, order instructions, and supplementary bibliography.

152 ________. "Year-Round Schools." Educational Management Review Series No. 6. 8 p. May 1972. Eric #ED 064 752.

Article describes various year-round school programs and what they have to offer. Reviews the four-quarter plan in Fulton County, Ga, the 45-15 plan of Valley View, Ill., and the quinmester plan of Dade County, Fla. Includes references and information on how to order same.

153 Jones, Linda M. Extended School Year. Laramie County School District #1. Cheyenne, Wyoming. 14 p. Revised September 1974.

Booklet reviews background for Laramie County's implementation of the four quarter plan. Complete curriculum revision prepared for change to 60-day quarters. Revisions stressed career education and creativity. Other YRE plans, advantages of year-round education and opinions of students, teachers and administrators included.

154 Kansas State Department of Education. The Extended School Year. A Summary, A Bibliography. Topeka, Kansas. 28 p. February 1972.

Report, designed to provide sources of information on the extended school year, is in three sections: (1) an overview of several ESY plans as alternatives to the traditional school year; (2) a complete print-out of selected ERIC documents; (3) an annotated bibliography of 40 articles and books relating to ESY. Historical survey of ESY plans stresses the staggered 45-15 (Valley View, IL; Becky-David, St. Charles MO; Chula Vista CA); 4-quarter (Atlanta GA); quinmester (Miami FL); continuous progress; flexible all year school. Summarizes Kansas legislation supportive of pilot ESY projects.

155 Keith, Mary T. Sustained Primary Program for Bilingual Students. Paper presented at the International Reading Association Conference. Kansas City, Missouri. 22 p. April 30-May 3, 1969. Eric #ED 030 550.

Report of first year of a 5-year program at Las Cruces NM School District #2, evaluating the results of bilingual instruction upon K-3 school children. Surveys other studies revealing negative effects of monolingual instruction of bilingual pupils. Describes the Sustained Primary Program for Bilingual students as a experimental design for bilingual education, emphasizing the Spanish-Mexican-Anglo heritage, and exploring ways of expanding the learning environment into the home and community. Details the 12-month program of 200 instructional days with short vacation periods, wherein teachers and pupils remain together, with continuous, ungraded advancement in a culturally centered curriculum. Master teachers are assisted by bilingual instructional aides and parent participation. Statistical data comparing program children with control groups on the California Test of Mental Maturity, the Metropolitan Reading Readiness Test, the Metropolitan Achievement Test, and others, indicate that dual language instruction enhanced school achievement and mental abilities, and that the 200 day learning program promoted greater achievement than that of 180 days. Tables and references included.

156 Lagana, Joseph F. Gemini 220: An Extended School Day and School Calendar as an Alternative to New Construction. A Feasibility Study. North Allegheny School District. Pittsburgh, Pennsylvania. 71 p. November 1969. Eric #ED 079 830.

Research project was conducted to determine if maximizing the use of existing facilities would accommodate North Allegheny School District's rapidily increasing enrollment. Act 80-Gemini 220 plan was selected for intensive study over the trimester and quarter plans, mainly on the assumption that it would increase utilization of facilities by 60 percent. The Gemini plan employs a twin daily schedule for two separate groups of students within the framework of 220 school days. A cost analysis of Gemini 220 was compared with the financial feasibility of new construction. Long range district plans indicate that Gemini 220 would be significantly more expensive than building a new high school.

157 Lahaderne, Henriette M. Year-Round Schools: An Assessment of the Program's Initial Year in Four Chula Vista Elementary Schools. Chula Vista City School District, California. 118 p. November 1972. Eric #ED 079 833.

Report evaluates initial year of modified 45-15 staggered cycle plan in four Chula Vista elementary schools. Concludes plan met objective of securing needed classroom space without incurring costs of new construction. Identifies and examines evaluation goals: 1) estimate acceptance of YRS by parents, students, school staffs; 2) describe adjustments required by new school calendar; 3) compare year-round education with traditional; 4) generate questions for future study. Includes research results and indicates YRE gained acceptance of parents, school staff and students without detriment to academic achievement, attitudes of students, teacher morale or additional educational cost. Questions whether necessary curricular adjustment can facilitate or hinder educational program. Calls for study of goals, community expectations, implementation procedures and other factors related to intersession program. Provides numerous tables and samples of forms, memos, instruments used in evaluative procedures.

158 La Mesa-Spring Valley School District. Evaluation Data - Year Round School. La Mesa, California. 21 p. February 1973.

Study evaluates the first year's operation of the modified 45-15 staggered ESY program in 2 elementary and one junior school, each paired with a team school on traditional calendar, to permit voluntary attendance. Report comprises: (1) a visual summary of the district's year-round school attitudinal survey, with favorable replies to 22 questions; (2) an evaluation of scholastic achievement in the year round school, covering results of 3 studies as measured by standardized achievement tests in reading, language, spelling and arithmetic. Describes procedures, test instruments used, skill areas measured, grade levels tested, and tabulated results. Conclusions generally favorable for ESY pupils, with wider follow-up evaluation to be conducted at completion of second year, 1972-73. Tables and bar graphs included.

159 ________. Evaluation of Scholastic Achievement in the Year-Round School, 1972-1973. LaMesa, California. 16 p. March 1974.

Summary report of evaluation testing program developed by the district's Department of Pupil Services and Harcourt Brace Jovanovich, publisher of the Stanford Achievement Test. Testing program was to be the first research study of the 1973 edition of the SAT. Program compared four year-round schools with four "sister" nine-month schools that were demographically similar to each other, involving approximately 6000 pupils. Otis Lennon Mental Ability Test was administered to all participants prior to the achievement testing. Research design involved equating pupils in both groups on mental ability by employing a weighting procedure used in the development of norms for the 1973 SAT. Analysis of results: 1) pretest comparisions - achievement levels favored the traditional school children in the primary grades; no differences in grades 5 and 6; and achievement in grades 4,7, and 8 favored the YRS children; 2) posttest comparisions - results were generally consistent with pretest identifications with the exception of achievement being slightly higher in the upper grades of the YRS children.

160 ________. Year-Round School for Continuous Education. La Mesa, California. 14 p. July 1971.

Illustrated brochure designed to acquaint parents with the modified, voluntary staggered 45-15 plan, newly-initiated in 3 elementary schools in La Mesa - Spring Valley because of space needs. Interesting format presents overview through general questions and answers, stressing educational advantages and operation of the plan. Concludes with 4 pages of questions frequently posed and answers thereto. Provides color-coded, 14-month 1971-72 year-round school calendar.

161 Large, Lawrence M. Year-Round Schools - Can They "Really" Save Money? Lehigh Valley School Study Council. Lehigh University. Bethlehem, Pennsylvania. 12 p. May 1972.

Report examines possibility of financial advantages in the year-round school concept. Gives evidence from well-known authors in the field as well as statistics from school districts which have studied or implemented ESY programs. Summary includes specific aspects of financial saving which may or may not be realized depending upon the district considering the program, but which deserve serious consideration based on positive conclusions.

162 Lee, Jack P. and March, Jerald C. "Time Utilization for Optimum Learning." Journal of Secondary Education. Vol. 44, p. 58-61. February 1969.

Granada H. S., Livermore CA, instituted flexible scheduling in spring of 1968 in Project Tufold (Time Utilization for Optimum Learning Development) for the more efficient use of time by both teachers and students to fit the needs of the curriculum and of the individual. Article presents a progress report and summarizes findings of an evaluation study made both objectively and subjectively. Positive effects shown in increased classes and in opinions expressed in questionnaires to students, faculty and parents. Includes set of behavioral objectives used in evaluation and tabulation of student questionnaire.

163 Letson, John W. "Atlanta Has Begun." Compact. Vol. 4 (6), p. 15-17. December 1970.

Atlanta's Superintendent of Schools describes and assesses the successful Four-Quarter System begun in fall of 1968 in 26 high schools for purposes of curriculum enrichment. Presents reasons for change, program goals, benefits for students and teachers, the 2-year pre-implementation planning with respect to curriculum revision, necessary state funding, teacher contract options, administrative procedures expecially in scheduling or record keeping, and changing attitudes of teachers and students. Details the system; assesses the benefits; lists problems still unresolved, primarily in acquiring single concept instructional materials.

164 Lezotte, Lawrence W. and Schweitzer, John H. Tri-District Extended School Year. Year One. Final Evaluation Report. Center for Urban Affairs, Michigan State University. East Lansing, Michigan. 50 p. July 1973.

Comprehensive report details procedures and findings of Phase II of an evaluative study of the Tri-District (East Lansing, Haslett and Okemos) ESY quinmester program following first-year of implementation, 1972-73. Presents historical overview of the project, highlighting the exhaustive pre-implementation planning. Describes the evaluation plan designed to gather all information needed to assess the program's present and future effectiveness: Phase I to comprise data from teachers and students in the first fifth term, summer, 1972; Phase II to comprise data from participating and non-participating students, teachers and parents at the end of the third 9-week term. Summarizes the positive findings of Phase I report, previously published, (L.N. Lezotte and J. H. Schweitzer. Tri-District Extended School Year Evaluation Report. Phase I. The Fifth Term, November 1972). Surveys data collection procedures of Phase II, listing the basic attitudinal questions posed to parents, teachers, and students. Presents analysis and findings with summary tables for each question that include comparative data of Phase I, all indicating positive attitudinal changes. Lists conclusions with recommendations, stressing not only the program's desirability and educational merit,but also its need for greater cost-effectiveness to be an exemplary year-round program. Two appendices include 5 questionnaires for parents, students, and teachers, and a summary of cost factors of the first extended school year. (Cf. Rodney Roth. Extended School Year in Michigan. An Interim Report.)

165 Long Branch Senior High School. Voluntary Quinmester Extended School Year Feasibility Study. Thomas P. Maggio, Compiler. Long Branch, New Jersey. 209 p. May 1973. Eric #ED 081 090.

Comprehensive report summarizes procedures and findings of study exploring the feasibility of a quinmester program for the Long Branch High School designed to enrich curriculum. Traces historical background of the city and school, stressing areas of concern and reasons for change; details the steps in the study, chronologically. Major section devoted to reports on the twelve areas investigated: administrative implementation; athletics and extra-curricular activities; budget and facilities; community, commercial and industrial reaction; curriculum; faculty and staff; guidance; junior high school and elementary school relationships; teachers' association; public information; special programs; and student reaction. (Each area presents the problem, methods used in study, questions raised, summary and conclusions, and recommendations.) Final statements and recommendations of steering committee and faculty endorse implementation of the quinmester ESY in September 1974. Bibliography listed by state. Appendices provide general ESY information items, study team strategy and calendar, news and radio releases, questionnaires, study budget, and a detailed public presentation including overlays.

166 Loudoun County Schools. 45-15 Program Status Report. Loudoun County Schools. Leesburg, Virginia. 69 p. November 1974.

Comprehensive report analyzes first year operation of Loudoun County's (VA) 45-15 program in three elementary schools and one middle school. Indicates project initiated to increase utilization of school facilities and accommodate additional students. Incorporates data on: 1) building utilization and class size; 2) student achievement; 3) opinions of students, parents, teachers and administrators; 4) effects on special programs, student attendance, teacher attendance, absences and turnover. Stresses findings can only be considered tentative.

167 ________. A Pilot Project in Year-Round Education. Leesburg, Virginia. Unpaginated. April 1974.

Loudoun County adopted the 45-15 year-round education plan because of the rapid population growth and limited financial resources of the district. Looked to 45-15 not only as the means to increase building utilization, but also as an opportunity to improve the educational program. Pilot project involving 3 elementary and one middle school began in July 1973 and will continue for 2 years. Evaluation will be conducted and reported to the Board of Education in November 1974 at which time the decision will be made to continue, expand, or terminate the program. Brochure also contains a year-round calendar for each of the 4 staggered attendance groups and a question and answer booklet on the Loudoun County year-[illegible]nd education program.

168 MacDonald, Robert H. and Anderson, Bruce. The Effect of the 45-15 Pilot Program on Community Services in Virginia Beach, Virginia. Virginia City Public Schools. Virginia Beach, Virginia. 20 p. May 6, 1974.

Study investigates the effect of the 45-15 pilot program on youth oriented community services. Nine agencies surveyed include: 1) Virginia Beach Department of Parks and Recreation; 2) children's coordinator of the Library Department; 3) Plaza Little League; 4) area churches; 5) music and dance studios; 6) riding stables; 7) YMCA and YWCA; 8) Campfire girls; 9) scouting groups. Questionnaires sampled five areas of concern: 1) type of program; 2) amount of time involved for participation; 3) approximate number of children involved; 4) student attendance patterns; 5) effect of 45-15 on the program. Concludes: 45-15 program affected all agencies except the "Y" programs; each community agency had modified its program as a result of 45-15; there is still a need for facilities to be available for children on their 15 day vacation. Appendix provides a general directory of agencies involved and a sample questionnaire.

169 Maine Department of Educational and Cultural Services. Community Survey of School Administrative District 3. Follow-up Study. (Unity, Maine). Office of Planning, Evaluation and Research. Augusta, Maine. 34 p. July 1972.

Report of a second community survey designed to determine the attitudes of patrons, parents, students and faculty of School Administrative District 3, Unity (Maine), towards the four-day school week, at the end of its first year of operation. The program was designed to effect operational savings and provide time for in-service teacher training. The initial survey was conducted at the program's inception. Describes the method of survey; presents results of responses to questionnaire in graphs indicating comparison of group responses to similar items. The findings draw comparisons with questions repeated from the initial survey. Results indicate strong positive support for continuation of the in-service teacher training program for improving instruction, effected by the four-day week. Appendix provides survey instruments.

170 Maine Department of Educational and Cultural Services. *Evaluation Discussion. School Administrative District No. 3.* (Unity, Maine.) Report developed by Dr. Horace P. Maxcy, Jr. for the Office of Planning, Evaluation and Research. Augusta, Maine. 12 p. May 1973.

Report of an attitudinal evaluation discussion meeting held by state education officals for parents, patrons, students and faculty of School District 3, Unity (Maine) designed to measure effects of the four-day school week and its program of individualizing instruction in the district, following *two years* of operation. Purpose: (1) to determine its continuation, and (2) to increase understanding of new programs by dialogue among students, parents, patrons and teachers. Discussion limited to five question areas presented in a guideline questionnaire; the schools in general; the teacher training program to individualize instruction; the four-day week and its effect on students and community; the current status of school-community relations; directions for the future. Summarizes discussion within each area, stressing support of the program. Appendix includes the questionnaire guide.

171 Maine School Administrative District Number 3, *1973 Standardized Achievement Testing Program, Grades 2-8.* Unity, Maine. Unpaginated. May 1973.

Report of MSAD #3's achievement testing program from 1970 to 1973. District was organized under a four-day school week plan since 1971. Standford Achievement Battery was used to measure cognitive skills in grades 2-8. Overall achievement has generally progressed toward national norms. Substantial gains of 1973 were in reading and language arts. Maximum effort is needed to improve skills in arithmetic computation and concepts. Science and social studies continue to make modest gains.

172 Mallory, Stephen R. "Year Round School: Coming, Coming, Here." School Management. Vol. 15, p. 24-25, 27. August 1971.

Article describes the 45-15 experimental all-year program in the Chula Vista Elementary School District, Cal., begun July 1971, involving 4,000 pupils and 100 teachers. Patterned after the Valley View plan in Lockport, Ill., implementation was designed to avoid double sessions. Stresses economic and educational advantages, and the importance of community involvement and orientation. Summarizes further developments in ESY planning in adjacent areas of California and Connecticut.

173 Markowitz, Alan and Haley, Frances. Interim: Not A Time for Rest. Profiles of Promise 9. ERIC Clearinghouse for Social Studies/ Social Science Education. Boulder, Colorado. 4 p. and appendices. 1973. Eric #ED 084 197.

Interim program offers two-week minicourses between semesters at Brandywine High School, Wilmington DE. Design is to allow students and teachers to explore a particular field of interest in depth. Courses are grouped under two headings: Interim Course Offerings (Academic and Avocational) and Career Research Laboratory Program. Mini-courses vary in length from 45 minutes to 3 hours, each student taking a minimum of 4 1/2 hours per day. Courses are taught by teachers, students, administrators and community people. Remedial courses are also offered. Formal and informal evaluations indicate the program's future is secure. Two appendices explain interim pre-registration procedures, course offerings and registration forms.

174 McCloskey, Gordon. Year-Round Community Schools. A Framework for Administrative Leadership. American Association of School Administrators. 1801 North Moore Street, Arlington, Virginia. 62 p. 1973. Eric #ED 079 838.

Handbook designed to provide to educational executives both a practical overview of the community school movement and guides for administrative leadership, with specific suggestions as to ways the year-round community school can be best suited to the needs of any school community. Presents reasons for, and concepts of, the year-round school, listing benefits for community, pupil and teacher. Outlines major ESY plans: continuous progress, consecutive quarter, multiple trails, trimester, staggered quarter, 45-15, 8/9-2 (8 or 9 week school + 2 week vacation), quinmester, and modified summer school. Major portion details guidelines for the administrator in planning and organizing the year-round community school, defining and analyzing necessary administrative tasks and examining obstacles to be overcome. Summary and action guide included; 6 page bibliography appended.

175 McGraw, Pat. "Junior Doesn't Have To Bale Hay Anymore." Compact. Vol. 7. p. 10-12. November-December 1973. Eric #EJ 085 944.

Article presents broad overview of the extended school year concept, its advantages, its growing implementation as a replacement of the traditional "agrarian" calendar. Discusses need for supportive legislation. Plans described: Atlanta's four-quarter system comprising three 12-week sessions and one 10-week summer session; Valley View's 45-15 (Lockport, Ill.); Dade County's quinmester (Florida); and the newer "Concept 6" of Jefferson County (Colorado), implemented in 3 schools July 1973 and scheduled to include 16 schools in 1974. Cites advantages of each, with stress on curriculum reform as major effect; presents objections to, and difficulties encountered in, changing the "sacred-cow calendars."

176 McKague, Terence R. and Penner, Glen H. Rescheduling the School Year. The Report Of a Feasibility Study for Saskatoon Public Schools. Saskatoon Public Schools. Saskatoon, Saskatchewan, Canada. 229 p. January 1971. Eric #ED 050 495.

Comprehensive report presents findings of 1970 feasibility study to reschedule the school year in the public schools of Saskatoon, Saskatchewan. Surveys history of ESY movement and background of this study; presents overview of 9 ESY plans, based on (1) curriculum modification (4-quarter-Fulton County GA; extended summer school - Warwick, RI and Butler PA.) and (2) economic considerations (Valley View 45-15, IL; continuous learning year cycling plan, NY; and 4-quarter plan of Northville MI). Examines current ESY programs relating to 3 approaches: (1) the extended summer school-with methods of expanding programs currently offered; (2) the divided year-with 2 semesters, breaking at Christmas; (3) the rotational (8-2 plan) - with rotating student attendance utilizing school facilities year round. Presents data and analyses of attitudinal surveys of parents, students and teachers, with conclusions and recommendations as to practicability and desirability. Stresses the expanded summer school program and the 4-4-2-2 plan as most flexible. Appendices include progress reports and documents; ESY plans from other areas; cost analyses; questionnaires used, and summaries obtained from them. Bibliography provided.

177 McLain, John D. Considerations for Economy and Quality Education Through Year-Round Schools. Research-Learning Center, Clarion State College. Clarion, Pennsylvania. 63 p. August 1969.

Outlines pressures for all year schools. Classifies and briefly describes nine different all-year school designs, stressing the 4-quarter and continuous progress. Analyzes living patterns, educational standards, and economic factors that must be considered in any design, and compares the nine designs on the basis of those variables. Views the flexible all-year plan as the most effective, and points up its special advantages and limitations.

178 ________. "Developing Flexible All-Year Schools." Educational Leadership. Vol. 28, p. 472-5. February 1971. (Condensed in Education Digest. Vol. 36, p. 12-14. May 1971.)

Article presents special brief for the Flexible All-Year School plan as most capable of adapting to, and meeting, the educational needs of a rapidly changing society and the individuals therein. Lists guidelines in implementing an ESY program, identifies and considers pros and cons of other plans, especially the Four-Quarter plan (Valley View IL, St. Charles MO, Port Huron MI, Hayward CA) and Eleven-month plan.

179 ________. "Emerging Plans for Year-Round Education." Compact. Vol. 4 (6), p. 7-8. December 1970.

Brief overview of emerging plans of year-round education, in operation or in concept, and reasons for their development. Plans discussed are the 4-quarter, both mandated and optional; the modified 4-quarter (9-3 at St. Charles, Mo., and 45-15 at Valley View, Ill.); the eleven-month plan including multiple trails and continuous progress; and the flexible all-year school, newly developed by him and his assoiates at Clarion State College, Clarion PA.

180 ________. The Flexible All-Year School. A Plan to Break the Lock-step in Education and Facilitate Full Employment of the Work Force. Research-Learning Center, Clarion State College. Clarion, Pennsylvania. 17 p. 1969.

Booklet describes a research model of a year-round school design distinguished by time schedules individualized for students, their families and teachers. Views the school as a learning center, with the community and its resources as the "classroom." Includes consideration of the special education student.

181 ________. The Operation of the Flexible All-Year School Plan. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 38 p. April 30-May 3, 1974. Eric #ED 090 644.

Focus of report is on the research-demonstration model of the flexible all-year school at Research-Learning Center of Clarion State College (PA). Legal base that allows year-round school operation is Act 80 of the Pennsylvania School Code. Act 80 permits a school week to contain a minimum of 27 1/2 hours of instruction or 900 instructional hours per school year (990 for secondary). 120 clock hours constitute a unit of credit. Library of Planned Courses is a resource center for teachers and pupils. Contains approved courses of varying lengths which can be implemented whenever sufficient interest is shown by a teacher or a group of students. Report describes other aspects of the program, all of which place emphasis on the concept of human development.

182 ________. Year-Round Education. Economic, Educational and Sociological Factors. McCutchan Publishing Corp. 2526 Grove Street, Berkeley, California. 299 p. 1973.

The director of the research learning center at Clarion State College, Pennsylvania examines all aspects of year-round education as the solution for school reform needed to provide both quality and quantity of knowledge necessary for survival in a technological, rapidly changing world. Despite the many plans considered, the book is a strong brief for the open, flexible all-year school, completely individualized for both the educational needs of the learner and the socioeconomic calendar needs of the family, implemented at the Clarion State Center. Eleven chapters explore these aspects: (1) taxpayers' revolt against tax increases deemed unnecessary for updating schools, (2) meaning of year-round education, and a description of various all--year plans (summer, 4-quarter, trimester, Hayward 4-quarter, 45-15, quinmester, flexible), (3) economic analysis of all-year operation in terms of capital outlay, operational budget and cost of changeover, (4) historical review of the school calendar's development from changing societal living patterns; and a projection of major trends in the future, (5) scholarly examination of relationships between quality education and equality in educational opportunity and how they are affected by various all-year plans, identified in areas of humane learning enviroment, relevant curriculum, appropriate instructional processes, flexible use of time and learning facilities, and a rational pupil evaluation system, (6) trend toward decentralized smaller schools, (7) the future school described as flexible, available at all times of the year, and able to deal with the broad educational needs of its users,

(8) detailed program of the flexible all-year school at Clarion State College Research Learning Center, with suggestions on how any school district can replicate it, (9) brief review of legislation in various states to further YRE, citing: New York, Florida, Texas, Michigan, Pennsylvania, Virginia, (10) outline of strategies for implementing change at local level, specifically methods used for a feasibility study and for implementation, identifying obstacles to both, (11) an examination of variables and constants, with a plan for designing the schools needed rather than patching up an obsolete system. Six appendices provide: (1) Port Huron feasibility study; (2) general curriculum regulations of Pennsylvania; (3) address on Individualized Reading in Second Grade; (4) press releases from Northville Public Schools (MI); (5) survey instruments of business, staff, students and community, of Utica Community Schools (MI); (6) overview of plans in operation, primarily 45-15 at Becky David Elem., St. Charles (MO), 4-quarter at Atlanta (GA); quinmester at Dade Co. (FL). Provides chronological bibliography of 800 titles (1907-72).

183 McLain, John D. and Molgan, Don, Eds. Proceedings of the First Annual Pennsylvania State Conference on Year-Round Education. Hershey, Pennsylvania. 80 p. February 6-8, 1971. Eric #ED 081 107.

Document summarizes presentations by leaders in year-round education at first annual Pennsylvania State Conference. Speeches focused on: 1) year-round education in transition; 2) analyses of quality education, living patterns and financial implications; 3) organizing a community study on YRE; 4) analyzing resources and budgets for YRE education and operation; 5) individualizing math and science; 6) computer assisted instruction; 7) individualized self paced elementary instruction. Case studies on Jefferson County KY, St. Charles MO, and the Wilson School, Mankato MN were presented.

184 Memphis City Schools. Memphis School Calendar Study. Memphis, Tennessee. 92 p. 1972.

Report of committee activities during the feasibility study on year-round education for the Memphis City Schools. Subcommittes were: 1) Research and Survey of Related Literature; 2) Plant Utilization; 3) Program of Studies and Student Scheduling; 4) Personnel Utilization; 5) Cost Analysis; and 6) Summary, Conclusions, Recommendations. Committee recommended a three-semester plan for the junior and senior high schools. The fall and spring semesters consisted of 88 days each and the summer semester had 54 days. Students were allowed to attend any 2 or all 3 of the semesters. Elementary schools were also organized under the three-semester plan. Students must attend fall and spring semesters, but may opt for the summer session. Appendices: A) minutes of all Year-Round School Study Committee meeting from October 1971 to June 1972; B) reprints of newspaper publicity articles; C) air-conditioned facilities status report, and D) proposed school calendars. Report includes an extensive bibliography of year-round education materials.

185 Michigan Department of Education. Feasibility Studies for Extending the Regular School Year. Lansing, Michigan. 24 p. October 1970. Eric #ED 084 655.

Summary and synthesis of six different extended school year feasibility studies conducted in eight Michigan school districts in 1970. The plans examined include the four-quarter mandated (staggered four-quarter), the mandated trimester, the modified split trimester, and the five-term or continuous school year. Presents, in tabulated and summary form, details on the community reaction to the year-round concept, and financial implications. Public relations strategies are also outlined.

186 Michigan State Board of Education. The Extended School Year Concept for Michigan School Districts. A Position Paper. Lansing, Michigan. 14 p. June 1971.

Document presents the position of Michigan's State Board of Education relative to ESY, following the findings of the eight feasibility studies published in preceding report. Summarizes recent history of the ESY movement in Michigan, from isolated studies (1951-68) to coordinated activity in 6 districts supported by legislative grants -- Utica, Port Huron, Northville, Freeland, Ann Arbor and combined Okemos, East Lansing and Haslett; cites major ESY operational areas in nation. States 7 positions of the Board, with supportive rationale, regarding major benefits of ESY. Summative conclusion expresses strong support of ESY potentials of "delivering higher quality education more efficiently to all children" and improved educational learning experiences. Offers legislative recommendations for implementation; appends bibliography of Michigan references.

187 Millard, Joseph. The Extended School Year. Des Moines, Iowa. Polk County Board of Education. 9 p. April 1970. (Revised April 1971).

Report is a brief survey of some literature and research related to the year-round use of schools designed to aid school districts examining ESY designs. Lists ten advantages and ten disadvantages of year-round schools. Includes a 28-item bibliography. (Cf. listings under Urbandale.)

188 Montgomery County Public Schools. Twelve-Month Use of Schools. Montgomery County Public Schools. Rockville, Maryland. 16 p. March 1969.

Describes the pros and cons of the year-round school and examines results of experimental programs in Atlanta, Ga., Fort Lauderdale, Fla., New York State, San Juan, Cal., and Tallahassee, Fla. Notes questions remaining unanswered. Bibliography appended.

189 Mounie, James C. A Study of the 45-15 Cycled-Attendance Plan for Year-Round Operation of Schools in Prince William County, Virginia. Doctoral Dissertation. The College of William and Mary. Williamsburg, Virginia. 143 p. August 1972.

Purpose of study was twofold: 1) to determine whether the 45-15 cycled-attendance plan for Prince William County (VA) has accomplished its objectives, and 2) to describe and delineate certain variables and relationships which influenced the outcome. Achieved goals of pilot program include: 1) research design was constructed to evaluate the program; 2) capacity of pilot schools was increased; 3) split shifts were not in operation in any of the pilot schools; 4) overcrowdedness was allivated; 5) resources for the pilot schools were equal to those for the 9-month school; and 6) revised curriculum and the 45-15 plan were implemented at the same time. Two outcomes of the program not congruent with the intents were: 1) insufficient data to evaluate the future status of the program, and 2) additional opportunities for remedial work, enrichment, and acceleration were not provided.

190 Mueller, Ernest H. Energy Consumption Comparison Year Round-Nine Month. Prince William County Public Schools. Manassas, Virginia. 12 p. May 1974.

Comparative study describes energy consumption of Dale City Elementary School. Details one year of the 9-month program without air conditioning, and two years of the 12-month program with air conditioning, located in a moderate climate zone. Calculations determined the rate of kilowatt hour (kwh) consumption per student day. Required length of school year per student was 180 days on both schedules. Monthly energy consumption accounts from power company servicing school supplied data. Assessments based on the assumption that if all else were held constant, fuel consumption in a building during the 9-months of September through May would be the same regardless of whether the 9-month school program or the year-round program were in effect. Author concludes during the three summer months, the 12-month YRS program effectively reduced the average student kwh per day use by 20% compared to the annual average student kwh per day use for the 9-month and the 12-month YRS program.

191 ________. Feasibility Study - Fiscal Baseline. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 26 p. April 30-May 3, 1974. Eric #ED 090 640.

Simulated case study of a school district's concern for evaluation of the credibility of its rescheduled school year program. Outlines the procedures taken to retain specialists in auditing and fiscal research. Exhibit A details the contractual agreement between the fiscal agency and the school district. For fiscal comparision purposes decision was made to select a middle school operating on the rescheduled school year and to simulate the cost of a 9-month school year in the same building. Study design and time schedules are explanined in Exhibit B. Other exhibits: C) proposed procedure for determining costs of operating the selected rescheduled school year on the previous traditional term basis; D) district data requirements for cost-ed; E) cost-ed data from school principals; and F) impact of the rescheduled school year plan on school operations.

192 ________. "Prince William's Year-Round School Plan: How It Was Initiated." Public Education in Virginia. Vol. 7, p. 6-7. Summer 1971.

The director of school-community relations in Prince William County (VA) details events and procedures leading to implementation of the 45-15 program in 3 elementary and one middle school, June 29, 1971, the first in the East. Stresses population growth of 316% from 1960-70 leading to increase in schools from 14 to 42. Outlines chronological steps from informal school and community discussions to feasibility study, surveys, curriculum revision. Highlights community involvement and support, and the need for exchange of information between community and school personnel.

193 Muller, Trinidad V. "Summer School: A Time for Imagination." Clearing-house. Vol. 45, p. 422-423. March 1971.

The Director of Summer Schools for the Vallejo City Unified School District (CA) suggests uses of the summer program not only for remediation but also as a relaxed "living laboratory" wherein educational innovations may be tested for possible year-round implementation. Suggestions include: inducting new personnel into administrative positions; piloting new curricular patterns; attempting different organizational patterns prior to their initiation; permitting teachers to explore different grade levels or courses; opening up new avocational courses for students; the possibility of making every summer center a demonstration school; the chance to implement a desired curricular idea (e.g., use of secondary level students as tutors in elementary centers). Stresses need for community support and for extensive planning, analyzing and evaluating.

194 Murphy, MaryAnne. 1974 Pentamester I. Elementary and Secondary. Progress Report: A Study of an Operational Year-Round School Pilot Project in York County 1974-1975 on a Multiple Access Basis. York County Public Schools. Yorktown, Virginia. 41 p. Undated.

Report examines student and teacher attitudes toward summer Pentamester I, June 25-August 7, 1974. Explains school year is divided into five 45 day pentamesters. Students may attend Pentamester I in addition to or in lieu of another pentamester. Provides enrollment projections, registration and attendance figures, results of student and teacher surveys. Recommends changes/improvements for next operational year. Sample surveys and registration forms and information sheets appended.

195 ________. Progress Report: A Study Of An Operational Year-Round School Pilot Project in York County 1973-74 On A Multiple Access Basis. York County Public Schools. Yorktown, Virginia. 13 p. Undated.

Report reviews York County's "very successful" year-round school operation 1973-74. Defines program purposes: 1) to continue curriculum revision and inservice work with teachers; 2) to divide secondary school calendar into five 45 day pentamesters; 3) to allow attendance options during the summer pentamester that are not part of the regular program. Explicates program objectives, program design, procedures and results. Concludes constant curricular revision is imperative. Includes school calendar 1973-74, sample Pentamester report form, and STEPS (Selected Teaching Experiences Prepared Specifically for various curricular areas) for Science survey.

196 Muzingo, Dinatha. "Teacher's Potpourri. A Minicourse in Interpersonal Communication in a Junior High Trimester Program." Speech Teacher. Vol. 23, p. 144-148. March 1974. Eric #EJ 097 832.

Experimental trimester program instituted at Trailbridge Junior High School, Shawnee Mission KS, to promote: 1) economic savings, 2) alleviation of overcrowded conditions, 3) curricular expansion. Plans are to remodel present plan (three trimesters per year, each 12 weeks in length) into a quarter system, with the summer term constituting the fourth quarter. Author details curriculum for speech classes suitable for either program, including objectives and activities.

197 Naperville Community School District 203. A Feasibility Study on the Year-Round School 1972-1973. Naperville, Illinois. 105 p. 1972.

Comprehensive report of probable impact of the year-round school program on operation of Naperville Community Schools. Costs of facilities utilization and conversion, staffing, transportation of students and related areas were factors selected for study. First section explains purposes, procedures, definitions and limitations of study and background information. Following a brief history of year-round education are detailed descriptions of specific approaches, their advantages, disadvantages and implications for Naperville. Includes results of various studies attempting to identify educational implications of ESY. Details financial implications for Naperville with reference to conclusions drawn from nine year-round school plans, feasibility studies, existing and projected enrollments and budgetary cost comparisons. Concludes with educational and financial considerations of feasibility in Naperville, observations and recommendations for Board of Education action. Includes annotated bibliography and appendices of enrollment projections, air conditioning and associated cost estimates, correspondence concerning state aid and eligibility regulations and decision making model.

198 National Council on Year-Round Education. Speakers-Consultants Services Bureau. Blacksburg, Virginia. 15 p. January 1975.

Publication lists speakers and consultants available for assistance/service to districts interested in the year-round concept. Divides speakers and consultants into program areas: 45-15, four quarter, quinmester, concept six and general year-round. Provides telephone hotline question and answer numbers; designates speakers' and consultants' areas of expertise. National Council intends periodic update.

199 National Education Association, Publications Division. Consider a Year-Round School. Stock No. 051-02070. 7 p. 1972.

Brief pamphlet gives history of year-round school concept and reasons for current interest in it. Describes various plans for extending the school year including the (1) rotating four-quarter, (2) 45-15 plan, (3) continuous school year, (4) multiple trails. Includes several questions usually asked by parents and brief answers to them.

200 ________. Research Division. The Rescheduled School Year. Research Summary 1968-S2. Washington, D.C. 39 p. 1968. Eric #ED 032 625.

Describes nine extended school year programs: traditional summer school plan; rotating four-quarter plan; continuous four-quarter plan; continuous school year or continuous progress plan; multiple trails plan; modified summer school plan; trimester plan; quadrimester plan; and extended K-12 plan. Cites areas of operation. Assesses advantages and disadvantages of each. Examines impact of extended year programs on curriculum, teachers, and pupils. Includes a 62 item bibliography. (Cf. summary listed under School and Society - "Increased Interest in Longer School Year.")

201 ________. The Year-Round School. Washington, D. C. Stock # 111-03972. 4 p. July 1970.

Brief pamphlet states policy of the NEA adopted in Assembly of 1970 at San Francisco regarding year-round school. Recognizes the need for each school district to adopt its own ESY plan, and established guidelines for its state and local affiliates in exploring and implementing ESY proposals. Stresses adequate compensation for teachers in ESY programs. Refers to The Rescheduled School Year (NEA Research Summary 1968-S2) as basic resource document for study of year-round school.

202 ________. Year-Round Schools. Instruction and Professional Development. National Education Association. Washington, D.C. 47 p. May 1974. Eric #ED 095 632.

Booklet is the major portion of an information package developed by NEA for the purpose of responding to inquiries of teachers and local association leaders. Provides brief sketch of 8 YRE plans and discusses the impact of YRE on the community, parents, teachers, and students. Survey results of selected local association leaders in districts that have implemented YRE programs are in the form of questions and responses/solutions. Also lists 48 operating YRE programs in 20 states. Policy statement of the California Teachers Association cautions its members to weigh all aspects of YRE concept before endorsing it. The New Jersey Education Association's Delegate Assembly encourages its local affiliates to hold their endorsement of YRE until assurances from the local board of education are guaranteed on matters pertaining to community acceptance and the terms and conditions of employment.

203 National School Boards Association. "Ready for a Variation? Rochester's Extended School Day Plan is Saving Money and Offering Some Educational Benefits, Too." The American School Board Journal. Vol. 160, p. 48. February 1973.

Brief article reports on a new variation of schedule revision, the extended school day, which solved space needs at Gates Chili High School in Rochester, N.Y. Presents overview of program, comprising 13 class periods from 7:40 a.m. to 5:30 p.m., wherein a student is enrolled in one of 7 different programs covering 6 to 9 periods a day. Principal James Hatch outlines five educational and three economic benefits that have accrued from the change.

204 National School Public Relations Association. Year-Round School: Districts Develop Successful Programs. Washington, D. C. 64 p. 1971. Eric #ED 062 682.

Examines various plans and programs for rescheduling the school year, primarily the staggered quarter, consecutive quarter, trimester, continuous school year, multiple trails, modified summer school and quinmester. Lists pros and cons of the year-round concept, analyzes reaction of teachers, administrators, students and the general public. Outlines relevant legislation and the results of feasibility studies for year-round education in many states. Briefly notes alternatives to ESY such as the four-day week or a shorter school year. Concludes with six detailed case studies of working year-round programs: (1) Atlanta GA - 4-quarter; (2) San Jacinto H.S., Houston TX - trimester; (3) Valley View, Lockport IL - 45-15; (4) Lake Oswego OR - expanded summer school; (5) Chula Vista CA - 45-15; (6) Jefferson Co., Louisville KY - 4-quarter.

205 Nation's Schools. "Educational Needs Prompt Surge in Summer Sessions." Vol. 83, No. 6, p. 71. June 1969.

Opinion Poll survey discloses heightened interest in, and implementation of, summer sessions due to the educational needs of today's students for remediation, general enrichment, or just fun. Vocational training and specialized or advanced level courses were also approved. Tuition-free programs are judged more successful.

206 ________. "What Schools Are Doing. A Roundup of New and Unusual School Practices." Vol. 93, p. 49-50. March 1974. Eric #EJ 092 694.

Article documents curricular and scheduling innovations generated by space shortage at Shrewsbury High School (MA). Describes implementation of: the four day week consisting of four 53 - minute classes per course per week; the extended day composed of three time blocks - Block A, the traditional day, from 8 a.m. to 2 p.m., Block B from 2 to 4 p.m., Block C from 7 to 9 p.m.; the trimester system comprising three 12 week segments; career opportunity experiences and 110 new courses and minicourses. Reviews teacher contract adjustments, graduation requirements and community attitudes.

207 University of Nebraska. Attitudinal Study of Year-Round School Operation in Nebraska. Department of Educational Administration. Lincoln, Nebraska. 27 p. December 1971.

First in a series of booklets on year-round education presents concise report of study designed: (1) to measure attitudes of Nebraskans toward concept of year-round education; (2) to develop and test a technique capable of securing a majority viewpoint thereon. Modified "Delphi" survey method was used to achieve both objectives. Describes three major representative plans: rotating/staggered four quarter (Utica MI; Atlanta, Fulton County & DeKalb County GA; Jefferson County Schools KY; Valley View 45-15 Continuous School Year, IL; Dade County's Quinmester, FL). Details sampling procedures used in Delphi technique, employing 3 sequential surveys, the last considered final. Presents and analyzes responses in 4 sections, each with charts and summaries: (1) attitudes for desirability of YRE; (2) attitudes for impact of YRE; (3) predictions for ideal and realistic adoption dates; (4) priority ranking of 10 current concerns in education. Conclusions and recommendations summarized, stressing favorable ESY attitudes, with need for community involvement. Appendix provides the 30-item opinionnaire instrument.

208 New Jersey Department of Education. The New Jersey School Report. "Annual Report of the State Board of Education and the Commissioner of Education of New Jersey. For the School Year Ending June 30, 1913." Trenton, New Jersey. p. 87-92. 1913.

Of historical significance, New Jersey's Commissioner of Education Calvin N. Kendall describes in his 1913 annual report the 2 all-year schools in Newark and the 5 in Bayonne - 2 large cities with many students who must work at an early age. Cites modern-day arguments for the all-year school, presenting background for development. Salient features of Newark plan: completion of an 8-year elementary course in 6; operation of new (three 12-week sessions) and old plans (two 20-week sessions) simultaneously in each school; similar vacation times for both plans except all year pupils have only 2 weeks off in summer; 75% of pupils enrolled in summer session with greater stress on non-academic learning. Assessment after two summers indicates high degree of interest, satisfaction and acceptability. Bayonne's 5 elementary schools emphasize only academic work with stress on remediation but with opportunity for acceleration. Plan spread to high school pupils.

209 ________. The New Jersey School Report "Annual Report of the State Board of Education and the Commissioner of Education of New Jersey. For the Year Ending June 30, 1916." Trenton, New Jersey . p. 33-36. 1916.

In annual report of 1916, New Jersey's Commissioner of Education Calvin N. Kendall describes 2 all-year experimental elementary schools in Newark, established in 1915 as alternating schools, wherein each classroom is used by two classes alternating between academic and non-academic instruction (shops, gym, auditorium), thus accommodating 40 - 50% more students. Outlines plan and its operation. Cites modern-day benefits therein: greater space utilization; economy in construction; better educative use of time; courses adjusted to needs of students; better opportunities for remediation and acceleration; adjusted programs for working students; innovative course offerings especially in vocational education; "happiness and naturalness of the pupils;" increased efficiency, primarily in special activities. Assesses the costs, concludes that the operation of the alternating schools is a real economy.

210 ________. Year-Round Education Activities in the United States. Trenton, New Jersey 54 p. April 1975.

Designed for reference use, third survey presents in tabular form all activities in year-round education in the United States, listed by state alphabetically. Identifies every ESY program and provides for each: addresses; names of superintendent and project; type of project (feasibility study, planning, preimplementation or operational); funding source; type of ESY program and its purpose; beginning date; number of pupils involved and grade levels; extent of curriculum change; teacher contract effects; evaluation status; comments. Contains 11 summary tables and a summary data sheet. (Supercedes 1974 survey, Eric #ED 089 443 and 1973 survey, Eric #ED 077 133.)

211 New Jersey Education Association. Extended School Year. Report No. 101. Trenton, New Jersey. 11 p. 1971.

Pamphlet defines a variety of claims and counter claims raised by advocates and detractors of "extended school year" plans. Includes considerations of setting, pros and cons, description of 17 plans, cost, pertinent laws and a summary statement. Lists a 28 item bibliography. Stresses three basic types of plans: staggered quarter, full 48 week, and voluntary summer.

212 New Jersey School Boards Association. Report of the Committee to Study the Extended School Year. The School Boards Association. Trenton, New Jersey. 31 p. 1970.

Outlines and compares five basic extended school year plans: trimester plan; quadrimester plan; extended semester plan; extended summer plan; continuous learning year (multiple trails plan). Provides planning guidelines and models. Includes a 36-item bibliography.

213 New York State Education Department. Application of the Extended School Year Concept to a Board of Cooperative Educational Services Occupational Training Program. Bureau of Occupational Education Research. Albany, New York. 52 p. 1969. Eric #ED 042 876.

An evaluation report of a pilot program established in three counties of New York providing a summer school session of vocational training as part of the regular school program. Details preliminary planning with administrators and teachers, recruitment procedure and teacher and student evaluations. Conclusions drawn from detailed comparative cost analyses, schedule formats and questionnaires: a quality program could be made available to all students with more students using equipment and facilities for a longer period of time, expenditures for which could be offset by student tuition. Among recommendations for future ESY programs: student recruitment time be extended; student achievement records be available to counselors and teachers. Includes detailed cost analyses, scheduling formats and an appendix providing questionnaires, attendance composite records and follow-up interview sheets.

214 ________. The Impact of a Rescheduled School Year: A Special Report Prepared for the Governor and the Legislature of the State of New York. Albany, New York. 164 p. March 1970. Eric #ED 040 234.

Report, based on research with teachers, administrators, superintendents, parents and students in 100 schools, describes findings on the feasibility of ESY plans, outlines several approaches recommended for achieving economy and educational goals. Recommends 6 plans: (1) continuous learning year cycling plan; (2) multiple variations such as the 45-15 or 9-3 plan; (3) multiple trails plan; (4) acceleration trimester plan; (5) acceleration quadrimester nine - 2 1/4 years; and (6) acceleration split trimester and split quadrimester. Discusses educational objectives and economy, including teacher salaries and staff utilizations; analyzes pilot ESY programs in the state and their impact on pupil achievement, adjustment and health. Concludes that the pilot experiments are now ready for a more extensive, practical application in school districts which want to realize the basic objectives for rescheduling a school year. Presents tables, graphs, a glossary and definition of terms.

215 Nickerson, James F. "Plugging in and Out at Will." *Compact*. Vol. 4 (6), p. 36-7. December 1970.

The President of Mankato State College, Mankato, Minnesota, describes its Wilson Campus School, whose year-round program, instituted in 1968, allows flexible scheduling, free choice, voluntary attendance, and easy access to educational resources resulting in a maximum of self-study. Urges statewide application of ESY concept with more legislative funding of pilot programs.

216 Nickerson, Kermit S. *Extended Educational Opportunities and the Extended School Year*. Paper presented at the 19th Annual Education Conference of Maine Secondary and Post-Secondary Schools. 23 p. March 21, 1970. Revised June 1971. Eric #ED 052 531.

Paper presented with view of applying ESY to Maine. Surveys evolution of the school year in United States and lists pressures for change--primarily tax pressure, population pressure, and explosion of knowledge causing need for additional education programs, all of which can be relieved by the lengthened school year. Groups ESY plans into three: (1) staggered attendance programs: pupil rotation, 4-quarter, 12-4 plan; (2) summer programs; and (3) extended year plans, or continuous year ranging from 200-240 days: trimester, split trimester, quadrimester, multiple trails and continuous progress, K-12. Summarizes research findings of the Florida Educ. Res. and Development Council, discussing 8 plans, and surveys 5 N.Y. plans. Conclusions: ESY for all pupils offers greatest promise for quantity and quality; essential to success are staff and community involvement and support, proper vacations, and curriculum revision.

217 Nissen, Myra H. "A School For All Season." *National Association of Elementary School Principals, Annual Bulletin*. p. 37-42. 1973.

Article presents a rationale for adopting a year-round school program. Considers qualitative and quantitative approaches. Describes ESY programs in Valley View (IL), Atlanta, Fluton and DeKalb Counties (GA), Haywood Park Elementary School (CA), as well as the extended school year plans designed by the New York Department of Education. Concludes with several pros and cons of YRE.

218 North Carolina Department of Public Instruction. Research and Development Area. The Year-Round School. A Source Book and Review of the Literature. Raleigh, North Carolina. 97 p. April 1973. Eric #ED 084 673.

With four experimental projects on-going in North Carolina, this source book, designed to stimulate in-depth feasibility studies by both school personnel and lay citizens, discusses the suitability of year-round education for the state. Presents brief historical survey. Analyzes three basic categories of year-round plans: traditional summer school; rotating; and extended school year, listing arguments, advantages, and disadvantages of each. Describes briefly North Carolina's four experimental programs: 2 pilot schools on a four-quarter plan; 1 on a summer enrichment program; 1 on flexible scheduling and open campus, grades 10-12; one on a 45-15 non-rotating schedule. Explores major factors and their effects on the adoption of an ESY program: curriculum modification, scheduling, staffing, transportation, farm labor, legal considerations, economic considerations, and public acceptance. Presents an instrument to evaluate North Carolina's readiness for a year-round school with detailed checklists and score charts. Provides 50-page literature review. Appendix cites state school statutes and constitution excerpts that may affect the operation of year-round schools.

219 Northville Public Schools. E.S.E.A. Title III, Section 306. Extended School Year. 45-15 Plan. Final Evaluation. Northville, Michigan. 39 p. December 1973.

Final report characterizes Northville's first year as a voluntary and experimental 45-15 pilot program as highly successful. Sections on student attendance, attitude and academic achievement, teacher attitude and attendance, parent attitude, learning disabilities component, growth of ESY program and cost benefits of ESY evidence this success. Tripling of ESY enrollment indicates its growing acceptance with students, teachers and community members. Dissemination of goals and objectives of project pictured as crucial. Concludes with time, Northville voluntary 45-15 program could be accepted on its own educational merits. Includes questionnaire, survey and cost analysis data. (Cf. Rodney Roth. Extended School Year in Michigan. A Final Report.)

220 ________. *Northville Public Schools Experimental and Voluntary 45-15 Extended School Year Program. Interim Evaluation.* Northville, Michigan. Unpaginated. January 1973.

Northville's community had previously rejected the quarter system in its search for a year-round school plan. Interim evaluation (from pilot project) made to determine the degree to which changes in behavior occurred (if any) in the acceptance of an alternate year-round schedule (45-15), this information to serve as guidelines for Northville and other school districts in decisions for future programming on the 45-15 concept. Voluminous report presents evidence to support findings: program supported by ESY teachers, participating parents, non-participating parents; savings effected in unneeded construction; start-up costs not inhibiting factors. Includes surveys, questionnaires and tabular results, special section on learning disabilities component, and list of areas still to be determined.

221 ________. *Year-Round School: Is it Feasible?* The Department of Education. Northville, Michigan. 180 p. Undated. Eric #ED 051 559.

Feasibility study of a four-quarter plan of year-round operation for the Northville public schools. Briefly reviews literature on existing programs. Lists advantages and disvantages of various approaches to year-round operation, discusses calendar and curriculum implications, describes public relations program. Includes 40 tables based on results of community, student and teacher surveys, numerous reprints of news articles. Plans reviewed: quadrimester, trimester, continuous progress,multi-trails, 12-4, and enrichment-community concept.

222 ________. *Year-Round School: Is it Acceptable?* Northville Board of Education. Northville, Michigan. 128 p. Undated.

A supplementary report and addendum to Northville's report on *Year-Round School: Is it Feasible*? Examines the degree of public support for, and community attitude toward, the implementation of the year-round school. Discusses public relations campaign involving publications, news releases, public meetings and political objections; development of the master schedule stressing curriculum, cost effects and conversion costs, in community workshops and family scheduling questionnaires; and the determinations of acceptability leading to the goal of implementation by providing a plan most flexible with maximum vacation options. Appendices include filmstrips, news articles and reports used in their Phase III campaign.

223 Nott, Ronald E. and Morris, Donald C. "Parents Favor Quarter Plan." Ohio School Board Association Journal. p. 18. September 1973.

Article reports findings of an attitudinal survey of parents and students of two Ohio schools which began a four-quarter school year in September 1972, Anderson High School in Hamilton County and Fairfield High School in Butler County. Survey, in spring of 1973, was designed to determine reactions to quarter operation and degree of interest in a summer quarter. Results indicate positive reactions to the quarter system, to the course variety offered, to early graduation if desired; only neutral reactions to summer quarter. In-depth financial study revealed need of $100,000 in local support of summer quarter, opposed by parents. Recommendations include: continuance of quarter system and of mid-term progress reports; early graduation if desired; state support for ESY students; implementation of summer quarter courses shorter than 12 weeks.

224 O'Dell, Alan M. A General Report on the Francis Howell Year-Round School Plan. Francis Howell School District. St. Charles, Missouri. 23 p. May 1972. (Updates report of Sept. 1970.)

Concise report assesses the 9-3 (or 45-15) year-round plan after 3 years of operation at the Becky-David Elementary Schools. Traces briefly its development from conception in 1968 to implementation in summer of 1969 to expansion to Central Elementary School, July 1971. Details operational basics; problems encountered (air conditioning, maintenance, teacher schedules, student recycling); financial implications; further implementation at the Hollenbeck Junior High School in 1972, operating both year-round and traditional schedules. Provides schedule, questions and answers, summaries of updated opinion surveys taken of teachers and parents (positive).

225 Oklahoma Needs Assessment Committee. Instrumentation Package for a Needs Assessment Survey. Healdton, Oklahoma. 26 p. 1972.

Survey designed to measure the learner needs which might be affected by changing to a year-round school calendar. Includes five questionnaires for: students; parents; administrators; teachers; employers; and a guide for scoring the Needs Assessment Survey.

226 Olsen, Johannes I. and Rice, Paul D. Do We...or Don't We...Have to Change the Instructional Program for Year-Round Operation. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 25 p. April 30-May 3, 1974. Eric #ED 089 476.

Report distinguishes between "mandated" and "elective" year-round education plans. Elective programs are concerned with improving the educational program and mandated programs emphasize economy. Mandated programs do not necessarily require curriculum revision, but can be easily adapted for it. A series of questions trigger discussion on how to change the educational program: 1) what is the desired situation? 2) what is preventing the desired situation from occuring? 3) what would make it possible for the desired situation to occur? 4) what kind(s) of change is involved? Two models for change are presented: one for a high school and the other for an elementary school.

227 Oregon State Board of Education. Administrators' Conference on Scheduling. Salem, Oregon. 49 p. March 30-31, 1970. Eric #ED 040 802.

Document comprises proceedings of the Administrators Conference on Scheduling held to examine methods, techniques and philosophies relating to possible benefits of restructuring Oregon's small school environments. Eight presentations include: overview of scheduling in the small school; example of block scheduling; flexible block scheduling; a weekly demand schedule; functional scheduling; a proposed 12-month, 4-days-a-week scheduling model; a conference summary and challenge. Stresses the importance of the school schedule and the need for adequate planning and inservice training of teachers for implementation. Includes 11 illustrations, list of participants and an evaluation report of the conference.

228 Osburn, Morris. A Project to Improve the Administration and Management of the Curriculum in Kentucky - Final Report. Shelby County Board of Education. Shelbyville, Kentucky. 152 p. December 1969. Eric #ED 066 803.

Comprehensive report describes a 29-month project designed to improve the management and administration of curriculum so as to provide Kentucky's schools the best teaching programs and techniques. Examines eight curriculum management areas: (1) rescheduled school year; (2) grade level organizational plans; (3) differentiated staffing patterns; (4) administrative and instructional staff development programs; (5) flexible-modular scheduling plans; (6) nongraded continuous progress plans; (7) computer technology programs for education; (8) instructional media center plans. To improve knowledge of local school district administrators in above 8 areas, methods used were: (1) district seminars; (2) statewide conferences; (3) summer institutes held at universities; (4) mobile seminars; (5) consultative services to local district personnel; (6) research projects. Provides recommendations. Voluminous appendix includes a 14-page directory of consultants for curriculum improvement, indicating area of expertise; a 14-page model for a 9-week semester high school; 2 plans on individualized instruction and flexible student progression; and a 40-page model for assessing educational success in Kentucky's schools.

229 Parks, David J. and Leffel, Linda G. Needed Research in Year-Round Education. Paper presented at American Educational Research Assoc. 58th Annual Meeting. New Orleans, Louisiana. 16 p. March 1, 1973. Eric #ED 075 930.

Paper provides a framework for identifying areas needing systematic study in year-round education (YRE). Contains a definition of YRE, a short history of YRE in America, a list of factors generating interest in it today, and a discussion of its major potential effects on educational, family, economic, religious and political institutions. Stresses the need for research on YRE and provides a "research needs identification model for YRE" which (1) identifies areas warranting research and (2) indicates the multidisciplinary approach essential to this research. Includes 2 calendars: of the 45-15 middle school of Prince William Co. (VA); and of the Park Elem. School of Hayward (CA) - a mandatory 197-day calendar.

230 Pennsylvania Department of Education. Year-Round School. Pennsylvania Department of Education. Harrisburg, Pennsylvania. 92 p. June 1972. Eric #ED 052 531.

Document describes background of the debate on flexible scheduling vs. the traditional school calendar, and implications of the enactment of Pennsylvania's Act 80, which provides the legal basis for the year-round school in Pennsylvania. Identifies characteristics, advantages, and disadvantages of a staggered plan for all students, voluntary summer school, a continuous school year on the 45-15 plan, flexible all-year school and a trimester plan. Analyzes different patterns which have developed in different communities, including the Flexible All-Year School, the Valley View 45-15, the Five Year Optional Year-Round School, the Las Vegas Urban High School. Lists planning stage considerations, indicates possible implications of the YRS for the curriculum, students, teachers, and community. Bibliography, appendices including attitude surveys for administrative staff, teachers, students, members of the community.

231 Pennsylvania Department of Education, Clarion State College. Second National Seminar on Year-Round Education. Harrisburg, Pennsylvania. 124 p. April 5,6,7, 1970. Eric #ED 081 108.

Summation of seminar presentations by leading authorities on year-round education. Recurring topics are individualizing instruction, customizing programs to the local community, and analyzing cost factors. Details of the Valley View (IL) and the Fulton County (GA) YRE programs presented, as is an evaluation guide for predicting the effectiveness of a lengthened school year program. Includes statement on YEAR-ROUND EDUCATION, adopted by the Second National Seminar, with recommendations for federal, state and local action. Seminar evaluation report, proposed statement on YRE by the Association of Classroom Teachers (NEA), resolution on YRE by the National Conference of Lieutenant Governors and list of participants appended.

232 Perry, Ione L. Post-Conference Report: Extended School Year Conference. Florida State Department of Education, Division of Curriculum and Instruction. Tallahassee, Florida. 71 p. May 1969. Eric #ED 044 811.

Report comprises papers presented by consultants involved in planning and operating year-round programs across the country. Among the plans discussed: Atlanta's 4-quarter, modified summer, multiple trails, and the continuous progress design at the Nova schools in Ft. Lauderdale FL. Selected bibliography included.

233 Philadelphia Public Schools. Year-Round Education in Philadelphia. A Report from the Advisory Commission For Year-Round School to the Philadelphia Board of Education. Philadelphia, Pennsylvania. 46 p. June 24, 1974.

Report reviews first stage in Philadelphia's study of continuous school operation designs. Presents process of study, subcommittee reports and legislative concerns. Describes and diagrams voluntary 4 quarter, mandated 4 quarter, voluntary quinmester, 45-15, Concept 6 and summer school plans. Recommends provision be made during the 1974-75 school year to continue study of year-round school concept and that pilot programs be conducted beginning in the 1975-76 school year.

234 Phoenix Union High School System. *Update on South Mountain Year-Round School*. Phoenix, Arizona. Unpaginated. 1974.

Document contains planning and implementation stages of the Phoenix Union High School Four-Quarter Plan for a pilot high school. Purpose of adopting the plan was to expand course offerings, increase off-quarter employment opportunities for students, and to increase student holding power. South Mountain High School opened in September with an offering of 418 quarter courses, 280 of which were non-sequential. Program is non-mandatory in that students may choose their vacation quarter and attend the other 3 quarters. Over 600 students have enrolled in the summer quarter of 1974.

235 Piele, Philip K. *Rescheduled School Year Plans*. Center for Advanced Study of Educational Administration, Oregon University. Eugene, Oregon. 4 p. 1971. Eric #ED 047 419.

Literature review, based on abstracts of documents announced in Research in Education, compiles information on the rescheduled school year. Following the review is a list of the 18 documents cited, their costs and availability.

236 Pierce, Willit S. *Extended School Year Analysis Aids*. Southeast Wisconsin Regional Education Center. Burlington, Wisconsin. 80 p. June 1972. Eric #ED 082 357.

Collection of materials and procedures designed for use in making decisions concerning year-round school program alternatives. Restricted largely to procedures dealing with budgetary impact of calendar revision. Can be useful as a guide in monitoring progress in an ESY feasibility study. Presents Analysis Aids projection techniques and algorithms.

237 Plaud, Miguel A. "Improving Productivity in Education Through a Better Utilization of Human Resources." *Literature on Year-Round Education*. State Department of Education. Puerto Rico. 25 p. Undated.

Author describes the measurement of productivity in education in terms of inputs and outputs. Inputs consist of the collective labor of school personnel along with the capital facilities of the school district. Outputs materialize through the students and may be conceived of as the total experiences of schooling that they carry into the larger society. Uses the school system of Puerto Rico as a test case to determine if it is achieving a maximum level of output in terms of years of schooling. Suggests that Puerto Rico's school year be lengthened from 40 to 48 weeks and teachers increase their instructional time from 40 to 44 weeks. Savings could be realized from earlier graduations of up to 2 years. Also believes the dropout rate will decrease if students can graduate from high school at age 16 rather than seeking full-time employment prior to the completion of their formal education

238 Prescott, Donald R. Strategies Employed in Coping with Burgeoning Enrollments, 1969-70. Educational Research and Development Council of the Twin Cities Metropolitan Area, Inc. Minneapolis, Minnesota. 40 p. April 1970. Eric #ED 061 581.

Report identifies strategies and practices employed by school districts seeking ways to cope with increased enrollments and rapidly rising costs. Discusses (1) intensive space utilization; (2) community classrooms; (3) "schomes" - schools in homes or apartment buildings; (4) rented classroom space; (5) relocatables - portable school units; (6) extended school day; (7) 6-day school week; (8) double sessions; (9) busing; (10) rotating or staggered four-quarter plan; (11) 45-15 plan; and (12) extended school year acceleration programs. Bibliography appended.

239 Probinsky, Jean. The Implications of the 45-15 Calendar for Changing Family Life Patterns. Paper presented at American Educational Research Association 59th Annual Meeting. Chicago, Illinois. 7 p. April 15-19, 1974. Eric #ED 088 174.

Author seeks to determine the effects of 45-15 calendar on changing family life patterns in Dale City, Prince William County VA. Random interview survey was conducted two years after implementation of 45-15 plan. Concludes that: 1) parents perceived year-round education to have only a minor impact on social, religious, economic, family life style and health activities of their families; 2) the majority of parents perceived changes in vacation plans, better education, increased exuberance of children for school attendance as the greatest products of YRE; 3) increased costs for recreational and vacation activities and school clothes, boredom of children during the 15 day off period were greatest negative results perceived.

240 Pruitt, Henry J. *Legislative Activities Affecting Year-Round Education in the United States*. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 33 p. April 30-May 3, 1974. Eric #ED 094 450.

Survey of the legislative activities of the 50 states and outlying districts concerning year-round education. Introduction provides a brief description of various YRE plans. Study concludes with suggested legislation to encourage ESY program implementation.

241 Punke, Harold H. "Accountability and the Quarter System." *National Association of Secondary School Principals Bulletin.* Vol. 57, p. 57-63. January 1973.

A brief for the adoption of the quarter system to enhance schools' relevance to other sections of American enterprise and culture. Ascribes evolution of the two semester system to the "agrarian" summer vacation and the early influence of the European university semester system. Discusses economic advantages of the quarter system in areas of: plant utilization; personnel; curriculum; high school graduation and the labor market; and its relevance to American economic culture now organized on a quarterly basis.

242 Reeves, Robert L. *A Proposal: The Circular School Year*. Paper presented at National Association of Secondary School Principals 56th Annual Convention. Anaheim, California. 12 p. March 17-22, 1972. Eric #ED 063 622.

Outlines and assesses the proposed Laguna Beach Plan designed to meet changing educational needs of students, staff and district. Salient features: school year comprises three instructional units of 12 weeks each, with mandatory student attendance, and three interim units of 4 weeks each - 15 days work time and 5 days vacation time. Additional legal and school holidays furnished. Interim units provide 4 options for students: acceleration, remediation, enrichment or vacation; for teachers - 5 options of differentiated activities: teaching, curriculum development and evaluation, consulting or training teacher, inservice training, or no contract obligations. Staffing patterns include basic contracts, part-time contracts and extended contracts. Sample calendar included in Appendix.

243 Remstad, Robert C. An Historical Overview and Critique of the Extended School Year Movement. Southeast Wisconsin Regional Education Center. Burlington, Wisconsin. 34 p. May 1972. Eric #ED 077 130.

Extensive review of literature provides a historical background of the Extended School Year Movement. Several ESY organizational plans are considered. Issues relating to ESY are presented so that school districts with a desire to increase utilization of existing facilities or with organizational problems may consider ESY as a possible alternative solution. Brief historical overview is given of the pre-World War II ESY programs in Aliquippa and Ambridge PA, Bluffton IN, Newark NJ, and Nashville TN. Recent ESY developments in New York State, Atlanta GA, and Valley View IL are also presented.

244 Rice, Paul Douglas. Teachers' Welfare As It Relates To Year-Round Education. Virginia Polytechnic Institute and State University. Blacksburg, Virginia. 47 p. May 21, 1974.

Abstracted text determines the affect of year-round education on welfare of teachers working in operational YRE programs. Study is based on results obtained from a survey conducted February 1974. Study sample consists of presidents of teacher organizations, principals, and central district administrative personnel. Contains responses to questionnaires and summary of 16 conclusions drawn from this data. Author notes scope of investigation prevents examination of whether or not teachers benefits can be attributed to negotiated contracts or creative teachers and administrators and their cooperative effort.

245 Richland County School District 1. Report of the Committee to Study the Feasibility of the Extended School Year. End of Project Report. Columbia, South Carolina. 64 p. August 26, 1972. Eric #ED 085 829.

Study Committee recommends financial feasibility and educational desirability warrant Richland County School District consider incorporation of the best known features of ESY education into an extended school year program of its own divising. Reviews advantages, disadvantages and cost estimates of trimester, quadrimester, quinmester, extended summer, continuous learning year and multiple trails plans. Presents numerous conclusions and recommendations. Appendicies contain a statement and position paper on YRE, state guidelines for YRE from Texas and Illinois, mechanics and rationale for Richland's plan, cost estimates for establishment of a family data bank, report of Richland retention rate.

246 Rife, Robert V. "Would You Believe." English Journal. Vol. 61, p. 555-9, 599. April 1972.

Chairman of the Language Arts Department at Mount Tahoma High School in Tacoma, Wash., assesses new quarter system after 2nd year of implementation, wherein school year is divided into three 12-week quarters with 5 daily classes of 68 minutes each, each student taking, and teacher giving, four a day. Lists as advantages lowering of teacher level, increase in students taught, complete revision of language arts curriculum to fit students needs, and benefits therefrom.

247 Rifkin, N.S. "How To Make the Switch to Year-Round Schools." American School Board Journal. Vol. 160, p. 40-45. February 1973.

Author discusses three major considerations warranting a change in the traditional school year: academic - what is good for the student; economic - what is good for the budget; life-style - what suits the modes of the community. Outlines plans stressing the academic (Atlanta GA; Dade Co. FL; Hayward CA; Mankato MN); the economic (Valley View IL; Dale City, Prince William Co. VA), listing educational and economic benefits for students, teachers and community. Establishes guidelines for planning ESY, citing six problem areas: changes in legislation; changes in school procedures and rules; student-options regarding work-study; teacher and staff contract options; community education; compatibility between the school calendar and community lifestyles.

248 ________. "A Round-Up on Year-Round Schools." Today's Education. Vol. 62, p. 58-60, 64. November - December 1973. Eric #EJ 087 195.

Article reviews year-round school plans - their nature, achievement, progress, and impact on curriculum, students and teachers. Describes specific plans, citing regions of implementation: 45-15 (Valley View IL; Prince William Co. VA; Park School, Hayward CA); quarter system (Atlanta GA); quinmester (Dade County FL); the multiple-access program at Champlain Valley Union H.S. (VT) which evolved into a quarter system within the traditional calendar because of summer underenrollment; and the new flexible all-year, individualized K-12 program begun in summer of 1973 at Clarion State College (PA). Reviews positions of educators at state and national levels, with specific positive references to American Association of School Administrators; hearings by the U.S. House of Representatives General Subcommittee on Education of the Committee on Education and Labor; U.S. Office of Education; National Education Association. Presents guidelines for teachers in exploring year-round education, citing economic analysis of Prince William County's program by Education Turnkey Systems (cf.) and attitude survey of that county by Ned Hubbell Associates (cf.). Provides bibliography and diagrams of 2 basic plans: 45-15 and staggered quarter.

249 Rochester Area School District. The "Three Plus" System. Rochester, Pennsylvania. 16 p. 1971. Eric #ED 066 797.

Brief description of how an individual area school district restructured its traditional two-semester K-12 curriculum into an individualized program for which a modern "education complex" was built. Outlines the development of the "three plus" system a 4-quarter plan wherein 3 quarters are compulsory and one, or any part thereof, is optional with the objective of greater learning experiences for all the children. Details the process of change: continuous learning approaches used at primary, intermediate and secondary levels; new teaching techniques adapted to the quarter system; the recreational facilities provided for community as well as educational use; and the operational and instructional costs. Provides listing of 187 courses available for 1971-2 to the 900 secondary students.

250 Rochin, Ruben. The Development and Conduct of a Needs Assessment to Investigate and Provide Information Upon the Potential of the Extended School Year Concept for Keene, New Hampshire. New Hampshire State Department of Education. 126 p. July 1972.

Final report of a study to develop a model for use in needs assessment as related to the extended school year concept and its implementation in Keene, New Hampshire. Includes a (1) Needs Assessment Program; (2) Investigation of Alternatives; (3) Development of Community Support; and (4) An Implementation Model. Appendices include suggested calendars, achievement of objectives and activities questionnaires, and a budget.

251 Rogge, William M. Planning a Year-Round School Operation (A Case Study of the Valley View School District 45-15 Plan). Valley View School District. Lockport, Illinois. 145 p. January 1971. Eric #ED 047 189.

Describes the planning and collection of data for beginning a year-round operation including student achievement, teacher opinions, community opinions and costs of operation. Covers the problems of student scheduling, teacher scheduling and winning community support which are considered to be the major obstacles to successful implementation of year-round plans. Includes rationale for evaluation, research design, conclusions and recommendations. Lists 17 references used in the study. Appendices include: A) Instruments used in the study including questionnaire for teachers, questionnaire for community people, interview protocol, priority concerns, check list and feedback on interviewers; B) The Valley View 45-15 continuous school year plan; C) Illinois legislation and state office guidelines affecting year-round school operations; D) Opinions and attitudes of professional staff toward 45-15 plan as of June 9, 1970; E) Student achievement and ability; F) Community survey questionnaire; G) Community interviews; and H) Fiscal analysis.

252 Roosevelt Junior High School. *Training Manual, Curriculum Guide, Paper Counselor.* Eugene, Oregon. 87 p. September 1973.

Comprehensive course catalogue, 1973-4, marks beginning of the fifth year of the totally elective, 9-week course program at Roosevelt Jr. High School, Eugene (OR). First part describes the program, how it differs from other junior high schools, what it offers to, and expects from, the students. Gives rationale behind the program; its goals; efforts to meet student needs; the new House Advisor System; continuing evaluations; flexible scheduling. Major part classifies and describes courses by department, prefaced by introductory statements of the goals of each department. Outlines for each course its contents, requirements for completion, bases for evaluation. Provides 3-page index to courses, and listing of school staff. (Cf. Phil George. *The Roosevelt Program*; and Eugene Public Schools. *Roosevelt*.)

253 Roosevelt School District. *Year-Round School for Continuous Education*. Phoenix, Arizona. 1974.

Packet of general informational materials prepared to explicate the Roosevelt School District move to the 45-15 year-round school plan. Action was initiated by concern for limited classroom space, children already on double session, and the opportunity afforded by the State of Arizona authorizing extended year operation with financial aid to be paid on the basis of 175 days of school attendance for children. Includes brochure written by school district Board of Trustees, general information sheet, school calendar, instructional day chart, bus schedule, sample student survey card and daily attendance record, community coordinating council calendar of summer vacation and intersession activities and journal article tracing feasibility study and implementation. (Cf. Joseph Stocker. "45-15 - A Great Way to Live.")

254 Root, Barbara. Staff Inservice. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 31 p. April 30-May 3, 1974. Eric #ED 090 650.

Principal of Curie School in San Diego states that inservice program should begin as soon as year-round education has been considered for study. Staff and/or district committees should be formed to investigate the many areas of concern. Coordination between district and site personnel is essential for effective planning. Committees should be formed to deal with the areas of alternatives, communication, curriculum, evaluation, facilities, personnel, pupil assignment, reporting and record keeping. Briefly discusses the tasks of each committee and provides suggestions for the coordination of the groups' activities.

255 Ross, Doris M. A Legislator's Guide to the Year-Round School. Research Brief. Vol. 3, No [illegible] Department of Research and Information Services. Education Commission of the States. Denver, Colorado. 44 p. January 1975.

Research brief designed to introduce state legislators to the year-round concept: what it is and how it works. Considers implementation processes and kinds of state legislation that may be needed. Includes survey of specific statutes affecting year-round education in 25 states. Appendix lists selected operational year-round plans; provides additional sources of information.

256 ________. 1972 Legislation and Achievements: Year-Round Schools and Attendance. Research Brief No. 5. Education Commission of the States. Denver, Colorado. 27 p. June 1973. Eric #ED 078 592.

Research report summarizes 1972 legislation and achievements in education related to the year-round school and attendance. Data compiled from replies to questionnaires sent to every state, with supplementary information collected by the Education Commission of the States. Report, in two sections (1) Year-Round Schools, (2) Attendance, lists the states alphabetically, each with legislative citations (House or Senate Bill) and the legislation descriptions indicating in the capitalized first word the status of the legislation as of May 1973, (eg. ENACTED, FAILED, CARRY OVER). Descriptions include contact names and addresses. Appendix provides survey instrument; address of state departments of education, of legislative service agencies, and of national offices of Nat. School Boards Assoc. (NEA) and American Federation of Teachers.

257 Roswell Independent School District. Annual Report of Title III ESEA Extended School Year Study. Roswell, New Mexico. 180 p. 1973.

Comprehensive final report of extended school year feasibility study conducted by the Roswell Independent School District for the New Mexico State Department of Education and funded by an E.S.E.A. Title III grant. First section of report deals with the research findings and related activities at Roswell. Included are survey results, newspaper articles, an information booklet, dissemination activities, a roster of ESY activities and the initial Title III application. Following is a historical overview of the nine-month school calendar and early experiences with ESY in the cities of Blufton and Gary IN; Newark NJ; Omaha NB; Nashville TN; and Aliquippa and Ambridge PA, all of which employed a form of the four-quarter plan. Descriptions are given of the existing ESY plans in Valley View IL; LaMesa-Spring Valley CA; Dade County FL; Hayward CA; Atlanta GA; Molalla OR; Hinesburg VT; and the Furgeson Plan of Los Angles CA. Considerable information is reported on the fiscal, curricular, and legislative implications of ESY. Report concludes with a summarization of study observations and recommendations. Includes an extensive bibliography.

258 ________. Final Report - Title III ESEA Extended School Year Study "A Model for Effecting Curricular Change." Roswell, New Mexico. 108 p. June 1974.

Report documents model for study in the area of nine week curriculum unit development. Results of ESY feasibility study, conducted by the Roswell Independent School District for the New Mexico Department of Education, 1973, that financial savings were unlikely and calendar revision unfeasible at present, initiated action. Details progress of summer workshop used as means of launching ESY curriculum study. Contains elementary, middle and high school reports, recommendations and design for specific units. Focuses on The Berrendo Middle School Project for restructuring curriculum. Includes Berrendo Middle School catalogue of course offerings and preregistration results, sample course outline and teacher schedules. Report concludes the "human factor" is the key to effective operation of an ESY program.

259 Roth, Rodney. Extended School Year in Michigan. An Interim Report. Michigan Department of Education Experimental and Demonstration Centers Program. Western Michigan University. Kalamazoo, Michigan. 33 p. February 1973. Eric #ED 084 656.

Report presents current status of the two different experimental ESY projects in Michigan, based on 2 interim evaluations half-way through first full year of implementation (1972-73). Reviews ESY movement in Michigan from legislative feasibility grants for 6 district to operational programs in 2 - the Tri-District (Okemos, Haslett and East Lansing) Quinmester Plan (9-12), and the Northville voluntary 45-15 (K-8). Describes three similar ESY districts operating outside Michigan: Valley View's 45-15 plan, Lockport IL; Dale City, Prince William County VA, 45-15, and Dade County FL, quinmester; summarizes their evaluation results with regard to cost analyses (lower), and attitudinal surveys of parents, staff, students, community (positive, especially for increased educational benefits). Describes implementation procedures in the 2 Michigan districts and examines their current status: (1) Tri-District indicates positive findings of opinionaire surveys of teachers and students, and of achievement evaluations dealing with the fifth (summer) term of 1972, citing advantages and disadvantages thereof, with accomplishment of most of the objectives; (2) Northville evaluation indicates very positive reactions from staff, parents and community, and operational cost benefits analysis (5.1% savings). (Cf. Lezotte and Schweitzer. Tri-District Extended School Year. Evaluation Report.)

260 ________. Extended School Year in Michigan. A Final Report. State of Michigan. Department of Education. Experimental and Demonstration Centers Program. Western Michigan University. Kalamazoo, Michigan. 32 p. March 1974.

Report assesses the two different experimental ESY projects in Michigan. Delineates final evaluation of the Tri-District Project and the Northville Project, completed at the end of the first full school year of implementation (1972-1973). Summarizes the Interim Report for the extended school year projects, prepared half-way through first year of implementation. Summary section indicates desirability and educational merit of the Tri-District project (voluntary quinmester with sponsorship by three districts) and positive support for the Northville project (45-15). Concludes that favorable acceptance by students, staff and parents is tantamount to their participation. Lists major findings of both projects. Includes results of attitudinal surveys and recommendations for mandated 45-15 programs. (Cf. Lezotte and Schweitzer. Tri-District Extended School Year. Year One. Final Evaluation Report; Rodney Roth. Extended School Year in Michigan. An Interim Report.)

261 Rothstein, Hy. and Adams, R.F. "Quinmester Extended School Year Plan: Dade County Public Schools, Miami, Florida." Journal of Health, Physical Education and Recreation. Vol. 42, p. 30. September 1971.

Describes the health and physical education program developed for the quinmester system initiated in Dade County, which consists of five 9-week sessions extended over the 12-month school year.

262 Rubenstein, Martin. The Development-Status of the Dade County Quinmester Program. A simulation notebook presented at the Sixth National Seminar on Year-Round Education. Chicago, Illinois. 16 p. April 30-May 3, 1974. Eric #ED 090 646.

Project Manager of Dade County's Quinmester Program explains how plan was developed after considering the acceptable and unacceptable features of existing extended school year programs. Describes the extensive curriculum revision undertaken in the county. Division of Instruction supervised the development of 1,300 quinmester courses that range in scope from remedial to the highly sophisticated. County high schools may select those courses from the master catalogue unique to their own school populations. Major concerns of the administrators in the quinmester schools were: 1) student records; 2) student scheduling; 3) curriculum and 4) staff personnel. Appendix includes a Staff Development Component which is designed to prepare a school staff for a quinmester operation.

263 Saad, James T. One Approach to Year Round Education. A Study to Assess the Impact of One Approach to Year Round Education Upon the Boise Public Schools and the Boise Community. Boise City Independent School District. Boise City, Idaho. 106 p. March 1972. Eric #ED 069 030.

Comprehensive report of feasibility study of the 45-15 rotating school year plan for the Boise Public Schools presents findings of eleven sub-committees explaining various aspects: calendar; staff relations; census and attendance K-6; 7-12; pupil personnel services; maintenance; climate control; public relations; data processing; government and institutional relations; curriculum planning. Concludes that year-round schooling is a viable educational program for Boise; that a simulation program at the high school indicated: (1) present staff is capable of developing necessary calendar; (2) existing facilities could accommodate 25% more pupils under ESY plan; (3) greater educational returns, cost-wise, under ESY over the long term. Cites 3 objections: (1) primary grade children should not change teachers every 45 days; (2) established extra-curricular and enrichment programs (music and athletics) would have greater difficulty in maintaining high standards; (3) summer employment for youth still poses problems. Stresses need for further study of social implications and for community involvement. Provides charts, tables and numerous sub-reports, e.g. effects of ESY on churches, scout programs, etc.

264 Sagness, Richard L. Simulation Activity for Initiating Thinking About Year Round School Plans. University of South Dakota. Vermillion, South Dakota. 5 p. 1974. Eric #ED 090 157.

Document describes a three-hour, three-part, simulation activity designed to initiate thinking and provide basic information on year-round school plans. Awareness session is followed by role playing in small groups. Final step calls for reconvening the large group for reporting purposes.

265 San Diego Department of Education. Proceedings of the Fourth National Seminar on Year-Round Education. San Diego, California. 153 p. 1972. Eric #ED 063 617.

Summation of seminar presentations by leading authorities on year round education. Includes 28 articles by conference participants describing ongoing programs across the country and proposing new designs for extended school year programs. Programs presented include: the Furgeson all year plan at Artesia CA; the 45-15 plans of Chula Vista and La Mesa-Spring Valley CA; St. Charles MO (Becky-David School); Hinesburg VT; the 4-quarter plans of Park School, Hayward CA; Molalla OR; Rochester PA; and Jefferson County KY; the Dade County quinmester program of Miami FL; and the 4-1-4-1 plan of Franklin Pierce Schools in Tacoma WA.

266 San Diego Unified School District. Financial Implications of the Extended School Year. San Diego, California. 32 p. May 21, 1970. Eric #ED 083 698.

Exclusive consideration of report is financial feasibility of extended school year. Compares traditional calendar to: 1) mandatory rotating four quarter plan; 2) four quarter plan with mandatory attendance fall, winter, spring and optional summer quarter; 3) four quarter plan with students attending any three quarters. Report concludes implementation of extended school year can save space and postpone capital expenditures. Cautions that plans that bring about classroom savings cost more to operate; that within a few years all capital savings are "eaten up" in operating costs. A review of the literature, facility use information, classroom data and attendance calendars are included.

267 Scala, Anthony W. "Year-Round School." National Association of Secondary School Principals Bulletin. Vol. 54, p. 79-89. March 1970.

A brief for the trimester system through the upgrading of summer programs to the level of regular school programs, on a voluntary basis. Describes the Syosset Experiment (N.Y.), its implementation in 1966, operation, and findings in an evaluation study after its first and fourth years. Suggests further study of student achievement.

268 Schaffer, John G. The Gresham Grade School District #4 Year-Round Plan. Community - School Planning and Implementation. Gresham Grade School District 4. Gresham, Oregon. 179 p. May 1972. Eric #ED 074 582.

Document details historical development and procedures leading to the implementation of a 45-15 ESY plan in the Gresham OR district containing one middle and five elementary schools, necessitated by space needs. Describes: the district and its growth; overview of various plans citing advantages and disadvantages; the formation, activities and recommendations of an advisory committee established to study, develop and implement an ESY program; voter opinion survey and district informational meetings; school board affirmative action on the committee's recommendations of the 45-15 plan to start July 1972; a school calendar with related information sheets and newspaper articles. Includes reprints of ESY articles by George Jensen and by George Glinke, and an evaluation of Valley View's 45-15 plan by William Rogge.

269 Schlechty Associates. Extensiveness and Accuracy of Parent Information About The Virginia Beach 45-15 Pilot Program. Chapel Hill, North Carolina. 37 p. April 1973.

Preliminary report based on an analysis of parent responses to 15 questions related to factual information about the Virginia Beach 45-15 Pilot Program. Purpose of analysis was to determine the extent of knowledge parents had of the 45-15 pilot program. Response categories on the questionnaire were "true", "false", and "uncertain". Questions were taken from public information releases; the answers given were judged as either "right" or "wrong". Detailed analysis of actual responses are presented by descriptive statistics. (Cf. Virginia Beach City Public Schools. A Review of The Pilot Program of Year-Round Education in Virginia Beach, Virginia.)

270 ________. A Survey of Parent Attitudes Toward and Perceptions About the Virginia Beach 45-15 Pilot Program. Chapel Hill, North Carolina. 42 p. June 1973.

Second interim report submitted to the Virginia Beach City Public Schools. Report is based on data related to parent attitudes toward the 45-15 pilot program, as well as some assessment concerning parents' responses to the changes they perceive to be required of them in order to accommodate the 45-15 pilot program. Responses to 27 questionnaire statements are presented in tabular form. A brief demographic sketch of community residents is given.

271 Schmid, Torsten H. The Extended School Year. A Summary of Information Regarding Extended School Year Projects, Studies and Reports. Vancouver, British Columbia. 172 p. June 1971. Eric #ED 062 684.

Report, prepared for "Project Four-in-One" in Vancouver, presents a comprehensive overview of the literature and research findings on the major ESY plans and their impact on a school system. Surveys history of ESY plans and reasons for implementation, examines in detail the major ongoing school plans as to operation, costs, advantages and disadvantages. (Valley View 45-15, Atlanta's four-quarter, traditional and modified summer school, trimester, quadrimester, continuous progress, extended K-12, and multiple trails). Assesses the effects of implementation of ESY on a school system, both economic (citing savings in capital expenditures, operating costs, teaching and staff services) and educational (citing benefits for pupils, teachers and curriculum goals). Outlines the feasibility findings of the Delta Project regarding the 45-15 plan, with summations of opinion surveys of teachers, parents,education department and community recreation department. Three appendices quote reports of the Los Angeles City School Districts; the costs and economic impact of the trimester plans on New York State and an assessment of student achievement in the New York State ESY Programs. Provides supporting tables and a 186-item bibliography.

272 School and Society. "Increased Interest in Longer School Year." Vol. 97, p. 155-6. March 1969.

Brief outline of an early report of the National Education Association, The Rescheduled School Year, (cf. listing under NEA), citing reasons for growing interest in ESY programs (economic, space, better education and teacher benefits). Brief description of several plans: rotating 4-quarter, continuous progress, summer schools, trimester and quadrimester, and multiple trails.

273 Seminole County District School Board. 45-15 Extended School Year: A Study. Seminole County Public Schools. Sanford, Florida. 64 p. March 1972.

Report presents findings of a feasibility study to implement a 45-15 ESY program in all Seminole County Schools, grades K-12, designed to solve space needs. Analyzes needs in seven major areas of concerns related to: pupils; personnel; instruction; facilities; auxiliary services; communications; costs; and outlines specific sub-areas of investigation for each. Details guidelines and dates for organizational structure of the program in all areas of concern. Four appendices provide a cost analysis of 45-15; policy changes required; statute changes needed; a glossary of terms and index.

274 Servetter, Leonard. Year-Round School Program: A Case Study. People Education and Communication Enterprises, Inc. Chula Vista, California. 169 p. 1973. Eric #ED 093 059.

Book documents the 45-15 year-round school program implemented in 4 of Chula Vista's 26 schools in July 1971. By detailing the procedure from new concept to implementation six months later to evaluation after the first year, it provides guidelines for districts interested in YRS programs, presenting problems, solutions and evaluative data. Comprises three major sections - Planning, Operation and Evaluation, and one brief section on the future of YRS. Part I, Planning, describes: the school district with problems resulting from rapid growth; chronological procedure involving total staff and community; criteria for a 45-15 program; legislation needed; questions raised and problems solved prior to implementation. Part II, Operation, details the overall view at three different types of school, two with traditional classrooms, one in fourth year as an open-space school, and one newly built with open space flexible design for team-teaching. Stresses importance of parental cooperation; outlines teacher reactions; lists critical areas and solutions; describes the new intersession program in place of summer vacations; summarizes benefits. Part III, Evaluation, outlines strategy for developing a plan to assess the effects of 45-15 on pupils, parents and staff. Lists items for incorporation into a YRS evaluation design. Describes tests and survey instruments, evaluation difficulties. Summarizes major findings regarding: (1) parental reactions (very positive support); (2) student achievement (no significant difference) and reactions (very favorable); (3) school staff reactions (highly supportive). Financial analysis indicates no increase in per pupil cost, with major savings effected in avoiding construction costs. Results warranted continuation of program, with data supplied for modification to improve operation. Appendices provide 3 school calendars (years 1971-4) and a study on the open space elementary school compared to the open space/year round elementary school as viewed by teachers and principals.

275 Shafer, Jeff E. The Development of a Community Survey to Measure Public Opinion Concerning the Implementation of a Continuous School Year Pilot Program. Agana, Guam. 95 p. September - December 1973. Eric #ED 085 830.

Report presents findings of a survey of public attitudes towards year-round schools and whether persons surveyed will support a 45-15 pilot program in three elementary schools for two years. Discusses background information; details the validation and reliability development of the survey instrument to be used and the statistical procedure. Describes the public information program on the 45-15 plan prior to the survey; the survey itself. Tabulates responses; presents detailed analysis, conclusions, recommendations and implications. Responses were affected significantly by variables of sex, nationality, vacation decision and vacation time desirability. Conclusion: the people of Guam, once familiar with the 45-15 plan, will support a pilot study for two years in three elementary schools. Recommendations: that the Board of Education proceed with pilot implementation in June 1975; that the decision on 45-15 be made no later than Feb. 1, 1974; that if no decision is made by Feb. 1, year-round planning be abandoned and other solutions to overcrowding be sought. Other recommendations concern details of implementation pending the Boards positive decision. Nine appendices provide the pre-test, a post-test item analysis, final questionnaire, groups contacted, legislative enactments, tables summarizing results.

276 Shafer, Raymond P. "Legislating Flexibility in Pennsylvania." Compact. Vol. 4 (6), p. 33-35. December 1970.

The Governor of Pennsylvania presents a brief for year-round schools, cites his state's legislative actions; discusses conclusions drawn by Education Department's study reported in Year Round School, 1969; describes the research-demonstration model of the flexible all-year school being developed at Clarion State College; urges the adoption of the all-year school throughout the state.

277 Simmons, James C. and Garvue, Robert J. An Examination of the Socio-Economic Implications of the Adoption of Individually Prescribed Instructional Systems by School Systems. Department of Educational Administration, Florida State University. Tallahassee, Florida. 101 p. January 1969. Eric #ED 031 801.

Findings from a study of the social and economic effects of adopting Individually Prescribed Instruction programs by elementary and secondary schools. Study procedures involved: (1) visitation of schools where IPI had been adopted; (2) comparison of IPI and current systems so that the major differences might be isolated; and (3) interviews with community leaders, educators and others. Report divides the subject into three main areas central to a program of IPI: a continuous year-round school program, differentiated staffing, and the individual rate of student progress. Difficulties are discussed and recommendations made. Bibliography included.

278 Sorenson, Wayne L. and Williams, Robert H. Third Evaluation Report. Park Elementary School. Hayward Unified School District. Hayward, California. 50 p. and appendicies. March 1974.

Report analyzes and describes selected data pertaining to the development, operation and evaluation of the mandated Park Four-Quarter Plan. Covers a three year period from 1971-74 and emphasizes school years 1972-73, 1973-74. Reviews background information. Explicates parent, staff, student attitudes through analysis of surveys and questionnaires. Details school test results; summarizes community feedback. Concludes: 1) extending the school year increased expenditures in certain budget classifications; 2) parents, staff, students continue to be supportive; 3) reading achievement lower than expected at primary level. Recommends no further extension of the program at this time. Legislative code, school calendar, comparison schools, staff lists and newspaper publicity appended. (Cf. Hayward Unified School District. Four-Quarter Extended Year Program. Second Evaluation Report.)

279 Spartanburg County School District 7. Feasibility Study of Extended School Year. Final Report. Spartanburg, South Carolina. 109 p. September 30, 1972. Eric #ED 085 828.

Document summarizes the main features of the feasibility study; describes program content and procedures followed, dissemination activities, project evaluation and costs; lists project personnel. Reports objectives were: 1) determination of potential benefit of YRE to Spartanburg County School District; 2) determination of plan best suited for implementation in the district; 3) determination of curricular changes necessiated by calendar revision. Recommends adoption of the quinmester plan. Appendices provide dissemination materials (descriptive outlines and calendars of quinmester, 45-15, trimester and quarter plans; quinmester progress report), newspaper articles and a position paper on extended school year.

280 Springfield School District 186. The Implications of Double Shift Scheduling in Springfield, Illinois, High Schools. Springfield, Illinois. 69 p. September 1971. Eric #ED 056 077.

Findings of an evaluative study of the double shift scheduling in 3 overcrowded Springfield High Schools, operating for 2 years (69-71). Purpose of study: to provide accurate and objective information on the effects of the double shift from which sound and rational judgments could be made. Details procedures, evaluative criteria, and results with reference to space utilization and safety, attitudes and opinions, academic and non-academic programs, discipline, attendance and community effects. Concludes negative effects of double shifts in all categories except the actual relief of overcrowding. Includes tables, references and questionnaire materials sent to parents, students and teachers.

281 Staber, Richard and Everett, Carl. Development of Modular Courses in Vocational Curriculum to Facilitate Individualized Scheduling to Meet the Occupational Objectives of Each Student. I Central Columbia High School. Bloomsburg, Pennsylvania. Pennsylvania Department of Education, Bureau of Vocational, Technical and Continuing Education. Harrisburg, Pennsylvania. 38 p. June 1972. Eric #ED 073 234.

Report details procedures of implementing (at a rural high school) a semester-length vocational education curriculum designed to prepare for occupational careers a predominatly non-academic student population, and geared to individual student career objectives. A summer workshop for development of curriculum and individualized schedules included administrators, guidance counsellors, librarian, supervisors, all vocational teachers, and, as resource staff, representatives of business, agriculture and home economics at the local, state and national level. A vocational guidance program aided students, teachers and parents, especially of potential drop-outs. With enrollements patterns up in all curriculum departments, findings indicate: the significance of cooperative work experience, with 81% of the vocational students permanently employed upon graduation; the use of computer for semester scheduling; and the need for guidance to enable students to select a balance of vocational and academic subjects. Eight appendices provide preference charts, course descriptions, tables and questionnaires (summarized within the report).

282 ________. Development of Modular Courses in Vocational Curriculum to Facilitate Individualized Scheduling to meet the Occupational Objectives of Each Student. II Central Columbia High School. Bloomsburg, Pennsylvania. Pennsylvania Department of Education. Bureau of Vocational, Technical and Continuing Education. Harrisburg, Pennsylvania. 115 p. August 1973.

Of similar title to the above, this expanded report relates to the second year efforts of the Career Education program instituted within the Central Columbia School District. Presents information on the cross district curriculum design which provides students with career awareness opportunities in elementary school, career explorations in middle school, and career preparation in high school wherein an "open access" curriculum enables students to develop salable skills within their own individually defined career objective areas. Summarizes first year's progress, when semester length courses were developed, enabling students to blend vocational and academic disciplines with the assistance of an expanded vocational guidance program. The program's success the first year stimilated its expansion to K through 12. Includes an 83-page guideline document "Career Education Needs Through Relevance and Logic -- An Intergrade Interdisciplinary Approach", which incorporates programs developed by teachers from each grade and discipline. Presents findings of full evaluations, administrative interviews, studies of vocational course selections and vocational department mixes, survey information from 1972 graduates, comparison of student aspirations with occupational opportunities, enrollment patterns and work study figures on the students placed in respective work study fields. Conclusions indicate success of program with 91% of students enrolled in vocational courses and 86% permanently employed with their work station employers. Nine appendices provide Career Education report, testing summaries, course enrollments and registration, job opportunity analysis and graduate follow-up career survey.

283 Stefanich, Greg P. "A Year-Round School Plan with Summer Vacation for Everyone." School and Community. Vol. 57, p. 14-15. Feb. 1971.

An instructor of the University of Montana's School of Education proposes a 7-session year-round school plan providing every student 7 weeks of summer vacation. Each child would attend five of the seven sessions. Cites advantages for students and teachers-academically, recreationally, and financially-stressing savings in capital outlay and greater use of outdoor facilities for enrichment. Details two alternative seven-session programs: Plan I - comprises 7 seven-week sessions with a one-week interim spring, fall and Christmas; Plan II has 4 eight-week sessions (each with 2 vacation days) and 3 six-week sessions with a summer and Christmas interim of one week. Both plans are illustrated on a 1970-71 school calendar.

284 Stocker, Joseph. "45-15 - A Great Way To Live." American Education. Vol. 10, p. 11-15. May 1974. Eric #EJ 095 642.

Twenty years of double sessions and overcrowded classrooms impelled Roosevelt Elementary School District (Phoenix AZ) toward investigation of the year-round concept. Extensive community involvement preceded implementation. Staggered 45-15 operation began July 1973 in approximately half of the district's schools. Author, public relations director of the Arizona Education Association, lists advantages as: 1) less learning loss; 2) less student and teacher fatigue; 3) more flexibility; 4) expanded community recreation programs; 5) less vandalism, fewer discipline problems. Disadvantages include logistical inconveniences (teachers change classrooms each session) and added administrative burdens. Project's success predicts district-wide expansion. (Cf. Roosevelt School District. Year-Round School For Continuous Education.)

285 Strobbe, John. Romeoville 45-15 Continuous Recreation Program. Romeoville Recreation Board. Romeoville, Illinois. 13 p. 1972.

Brochure designed to present the ideas and evaluations concerning the first continuous recreation program in the country, and to review the effects of the 45-15 education program on the recreation program of the community. Outlines their goals of recreation: (1) to meet the needs for physical activity and good physical health; (2) to provide for meaningful leisure - time activities; (3) to meet the needs of school children in the 45-15 plan on their 15 days off. Discusses: changes in recreation behavior resulting from the 45-15 cycle; the all-year use of human and community resources; budget changes; the economic impact of higher costs. Concludes with 7 guidelines for establishing a year-round recreation program as a "new style of life." Includes brief pamphlet listing all the activities offered in the recreation program.

286 Tenafly High School District. Final Extended School Year Report for Tenafly High School. Florence Wallace, Compiler. Tenafly New Jersey. 121 p. May 1973.

Report summarizes feasibility study of an ESY program for the Tenafly High School, designed to provide quality education and voluntary program acceleration. Describes proposal, organization and activities of the three study committees concerned with: research; concept and implementation; publicity. Recommends an Expanded Day - Extended Summer Plan; presents its schedule, course time and requirements, opportunities for acceleration, advantages and disadvantages, transition needs, and cost analysis. Recommendations also include immediate goals (expanded summer school, modular scheduling), long-range goals (quarter system or quinmester, possibly a 4-day week). Voluminous appendix provides: survey instruments for students and teachers with tabulated summaries; proposed plan for a 23 mod school day - four day school week; report on a visit to a high school on modular scheduling; reports describing ESY concepts and plans, the 4-day School week at Unity, (ME), the quarter system at McKinley H.S. (Wash. DC) and Christiana H.S., (Newark DE); bibliographic materials on ESY available from Eric.

287 Texas Education Agency. Guidelines for the Quarter System, 1972-1973. Austin, Texas. 36 p. February 1972.

Document designed to serve as a general guide for school districts as they plan and implement a quarter system. Emphasis is on administration and preparation for implementation. Appendices include list of approved courses and selected annotated bibliography.

288 ________. Guides for Curriculum Planning for the Quarter System. Austin, Texas. 101 p. December 1973.

Document is an extension and expansion of the Guidelines for the Quarter System and gives detailed guides for curriculum planning for the quarter system. These guides were an outgrowth of the study, experience and effort of pilot districts and Agency staff. Emphasis is on approved courses with detailed quarter unit plans.

289 Texas Information Services. The Quarter System in Texas: Implications and Alternatives. Austin, Texas. 81 p. June 1972. Eric #ED 082 350.

Package intended to provide practical information on projected quarter system operation in Texas to supervisors, teachers, principals and parents. Includes a copy of law (H.B. 1078) mandating institution of the quarter plan as well as an explanation of its content and purpose. Reviews acceptable four quarter plans, advantages and disadvantages of the staggered four quarter plan and educational, professional, and employment concerns of teachers. Also contains information for parents, resource lists of YRE programs, annotated bibliography and list of approved courses, grades 7-12.

290 Thomas, George Isaiah. A Capsule Picture of Recommended Continuous Learning Year Cycling Plans That Can Lead to Economy and the Extension of Quality Education. New York State Education Department. Albany, New York. 6 p. February 1972. Eric #ED 069 029.

Brief overview of the concept and features of ESY plans. Summarizes early development and implementation of varied plans (Becky David School, St. Charles MO; Valley View IL; Prince William County VA; Mora MN; La Mesa-Spring Valley and Chula Vista CA). Considers: (1) financial advantages in: capital outlay and debt service; school plant operation; school bus; teacher, staff and instructional requirements; and (2) student advantages: reduced juvenile delinquency; increased enrichment and recreation. Provides diagram outlining various continuous learning year plans (same as in ED 069 027).

291 ________. The Feasibility of a Continuous Learning Year Program at Fashion Institute of Technology. State Education Department. Bureau of Occupational Education Research. Albany, New York. 244 p. August 1973.

Feasibility study introduces rescheduled calendar plans and concepts to community colleges and other institutions of higher learning as economic solutions for space needs and educational goals of improvement. Provides Fashion Institute of Technology (N.Y.C.) with several continuous learning year calendar choices and suggestions regarding implementation procedures. Explores various types of college calendars, expecially that of F.I.T.; discusses the nature of the continuous learning year plans; describes 3 such plans, the 7 -, 5 -, and 4 - stream plans, which use the principles of term rotation to increase capacity, all structured around rotating 8-9 week learning periods with short recess periods, and a multiple or common entry time; recommends the 5 - stream plan. Analyzes the college's past, present and future enrollments with reference to needed space; outlines the principals of time equalization and its impact on projected capacity when combined with term rotation. Provides 3 optional operations with course schedules. Other highlights include multiple college entry, staffing, computers, registration and admissions. Contains charts, tables and diagrams.

292 ________. The Impact of a Rescheduled School Year on Vocational Training Centers in New York State. Bureau of Occupational Education Research. N.Y. State Education Department. Albany, New York. 154 p. March 1971.

Document explores new concept of applying the rescheduled school year to vocational training centers, suggesting many plans feasible and adaptable to fit individual situations. Argues that the needs of the vocationally oriented student be placed on a par with those of the academic student; that modification of the vocational calendar would potentially influence the local sending school districts. Designs outlined all relate to the Multiple Trails Extended School Year Plan (which releases student time, teaching time and space through a time equalization process), classified according to: (1) Multiple Session Day, (2) Multiple Session Week, (3) Multiple Session Year (implementation of semester-length summer session). Discusses budgetary requirements; realization of objectives; variations of basic Multiple Trails designs; arguments raised and answers.

293 ________. "The Legal and Financial Questions." Compact. Vol. 4 (6), p. 9-14. December 1970.

Coordinator of New York State's Rescheduling School Year Project presents various legal and financial aspects of year-round schools; policies to pursue in implementing an ESY plan and four areas wherein dollar savings may be realized. Recommends ten subjects of legislation essential for program implementation. Proposes the establishment of a national task force from state or federal funds to disseminate information about various ESY approaches.

294 ________. Realizing The Economy Objective through a Rescheduled School Year. New York State Education Department. Albany, New York. 44 p. April 1970. Eric #ED 069 027.

An outline of the economic and educational objectives attained through the rescheduled school year. Presents diagram indicating various approaches for rescheduling the school year; offers guide sheet, 35 item questionnaire designed to predict the effectiveness of an ESY plan. Major part of document describes a real case study showing the impact of a rescheduled school year upon a selected school district, with regard to: enrollment projections, school capacity, estimated classroom space needs, comparative school construction costs, plant operation and maintenance, school buses, and teachers, with cost comparisons of both the ESY plan and the conventional schedule. Stresses necessity for community selection of plan appropriate to its needs, and for suitable steps for implementation, to insure success. Charts and tables provided.

295 ________. A Twelve-Month Contract for a Continuous Learning Year Program. New York State Education Department. Albany, New York. 9 p. February 1970. Eric #ED 069 028.

A brief for a rescheduled school year, wherein teaching and learning are made more attractive to student, teacher and taxpayer. Cites reasons for the need of a 200-210 day school calendar: the explosion of knowledge; the loss of learning over long vacations with time waste in long review; the loss of time in "tooling up" and "tooling down"; the need for planning time; and constant search for knowledge. Argues that 12-month teaching contract with supportive staff and greater flexibility in class scheduling offers teachers more time for planning and curriculum development and provides higher salaries. Plans recommended: Continuous Learning Year Cycling Plan as a prototype of ESY designs, and the Multiple Trails ESY plan for its equalization features.

296 Thompson, Barbara. The Extended School Year. Paper presented at the Sixth National Seminar on Year-Round Education. Chicago, Illinois. 11 p. May 1, 1974.

Report highlights the strengths and weaknesses of year-round education as evidenced by the Wisconsin experience with extended school year programs. Author advocates that the extended school year program could add increased educational effectiveness and provide increased opportunities to children. Cautions that feasibility and experience can be quite different. Suggests decisions on the level of state government are unlikely without hard evidence guaranteeing savings or maintenance of present costs, in addition to substantial gains in educational benefits.

297 Tiffany, Burton C. Year-Round School. Script of presentation at the 53rd National Association of Elementary School Principals National Convention. Anaheim, California. 22 p. April 27-May 2, 1974. Eric #ED 093 057.

Presentation describes Chula Vista City School District's (CA) year-round school operation. 45-15 plan was adopted to ease classroom space shortage while maintaining a quality educational program. Major advantages included: 1) distribution of long summer vacation into shorter seasonal vacations; 2) full utilization of school facilities 12 months each year; 3) retention of all benefits and services of the traditional program; 4) variation of contracts available to teachers. Disadvantages were: 1) break in the tradition of the long summer vacation; 2) increase in maintenance costs; 3) difficulty in scheduling and communication; 4) need to study and consider vacation programs throughout the entire year. Document also considers calendar development, boundary planning, legislative action, staffing and the effects of YRE implementation. Illustrates 1974-75 year-round calendar for each student group.

298 Todd, Carlos. "Dade County Tries The 'Quin'." Florida Schools. Florida Department of Education. Tallahassee, Florida. Vol. 35, p. 6-15. January - February 1973.

Article presents broad overview of the quinmester ESY program implemented in 5 pilot schools in Dade County, Florida, June 1971, with two more schools added in the fall. Discusses: the rationale behind its development and inception; its operation -- what it is and how it works; its advantages -- in education options, vacation options and plant utilization; pre-implementation preparation needed; how it actually helps the student. Explores the problems encountered in first year: new management and administrative techniques, especially in scheduling; new instructional support materials needed; increased counselling load; necessary funding. Stresses importance of intense public information for students, teachers, and parents; evaluates the academic gains as favorable; predicts successful future for the quinmester program, with implementation expanding to the elementary level. Present status: all secondary schools employ some quin programming in their curricula. Diagrams included.

299 Tsitrian, John. "The Furgeson Plan for All-Year School." Phi Delta Kappan. Vol. 54, p. 314-315. January 1973.

Brief article describes the "first truly-flexible all-year program in the U.S.", developed at the Venn Furgeson Elementary School in Hawaiian Gardens (CA) which overcomes the two problems facing other ESY plans: (1) providing continuous individualized instruction; (2) nullifying parental rebellion against mandated vacation periods. Details the continuous progress curriculum, divided into four subject areas - reading, math, language arts and science, each comprising a sequence of concept levels; this enables students to leave any time and resume at the same concept level. Three-fold vacation options for both students and teachers ensure widespread acceptance. Explores feasibility of implementing the flexible school year in secondary schools, and the problem of adapting existing facilities to the needs of the program. (Cf. Robert S. Beall. "All Year Schools - An Educational Revolution in a California School", and "Focus on the Flexible All-Year School: A Report on the Furgeson Plan, 1971-2.")

300 U. S. Department of Health, Education and Welfare. Year-Rounds Schools: The 45-15 Plan. PREP Report #27. Office of Education, Public #(OE) 72-9. Washington, DC. 24 p. July 1970. Eric #ED 054 396. (Also included in #ED 069 043, appendix to Congressional Hearings, p. 381-405)

Report summarizes characteristics and advantages of the 45-15 plan; includes chart of the Valley View, Illinois, scheduling plan. Discusses problems of pupil, teacher and classroom scheduling. Examines the legal dimensions to year-round plans and relevant research on effectiveness. Various aspects of preparing for implementation of a 45-15 plan are covered, including responses to typical questions from the community. Thorough examination of financial considerations for YRS in general and Valley View in particular; includes cost breakdown per pupil in Valley View before and after implementation of 45-15. Provides conclusions and recommendations, bibliography, listing of ERIC materials.

301 U.S. House of Representatives, Committee on Education and Labor. Hearing Before the General Subcommittee on Education. Ninety-second Congress, 2nd Session on the Value of Year-Round Schools. Washington DC. 428 p. April 1972. Eric #ED 069 043.

Voluminous document records statements by experts in the field of year-round education, and publications thereon. The Committee questioned these educators from various public school systems in an attempt to understand how ESY programs are instituted and what role the Federal government may play in developing the concept. Explores several implemented systems as Valley View 45-15 (IL), Dade County Quinmester (FL), Atlanta 4-quarter (GA), and Jefferson County Elective Quarter Plan (KY). Of special interest are p. 68-88, 283-298, 300-307, and 414-421 describing in detail the programs at Unity ME, Chicago IL, Champlain Valley H.S., Hinesville VT, Prince William County VA, Washoe County NV and Rochester PA.

302 Univer, Irving O. "Year-Round Schools: A New Ball Game for Facility Planners." CEFP Journal. p. 4-8. May 1974.

Article discusses the implications of year-round education plans for facility planners. Includes rationale for YRE and description of plan categories. Incorporates: 1) enrollment considerations - implications for new and existing facilities; 2) economic considerations - capital and operating budgets; 3) design implications - open versus self-contained classrooms.

303 Urbandale Community School District. Year-Round Education. Urbandale Iowa. 183 p. Undated.

Report of findings of feasibility study of year-round education for Urbandale Community Schools published as a guide for other school districts. Outlines procedures and time-tables; presents two 45-15 calendar plans; discusses their effects on elementary, junior high and high school curricula and students; summarizes all the news releases and slide-tape presentations; lists questions raised at all public meetings; concludes with the questionnaires in 4 surveys made of the community, students, teachers and administrators. Includes flow-charts of high school curriculum, tables on cost analyses of traditional vs. ESY schools, and bibliography. Appendix includes reports, tables, maps, interviews, script of slide presentation and copies of newspaper articles. Recommends that implementation of Year-Round Education for Urbandale be set aside at this time.

304 Utica Community Schools. The Optional Five-Term Year-Round Educational Plan: A Step Toward Implementing Plans for Extending the Regular School Year. Phase II: The Communications Phase. Utica, Michigan. 243 p. July 1971. Eric #ED 060 506.

Comprehensive report on phase II of a 5-phase year-round school concept, continuing the 1970 feasibility study wherein public opposed the 4-quarter concept. Phases III-V will implement and expand the pilot program. This phase was designed to gather, analyze and disseminate information on the possibilities of conducting a pilot, year-round school operation. Objectives analyzed and discussed are to: (1) develop an optional 3-year, 5-term year-round education plan; (2) communicate this educational plan to local residents; (3) develop a tooling-up plan to move toward the optional 5-term year-round educational concept including the cost analysis for phase III and IV; (4) identify a possible level and location for a pilot, year-round program. Twelve appendices detail the proposed optional year-round school calendar, cost analyses, curricula and new course descriptions; outline the 40 varied ESY programs in the United States and Canada, methods of organizing community studies on year-round education and proposed legal changes.

305 Valley View School District. The Cost of Educational Operation: The Traditional School Year Vs. The Year-Round School. Office of the Superintendent of Public Instruction. Springfield, Illinois. 45 p. September 1972. Eric #ED 077 117.

Detailed report of cost study undertaken to determine relative cost per pupil of operating the traditional nine-month school in comparison with the 45-15 year-round school at Valley View, following its first year of operation, 1970-71. Study embraces years 1968-71. Identifies and defines cost elements within a school district. Describes new system developed to compare unit cost rather than total expense (i.e., to prorate costs for the various elements among the different programs). Presents data with analysis and interpretation. Findings indicate: (1) the 45-15 plan has resulted in a smaller increase in cost per pupil, compared with the increase between 2 previous "traditional" years; (2) the increase in teacher salary cost per pupil is over-shadowed by decreases in per pupil cost for: supplies and equipment, other instructional costs, principal salaries, guidance and counseling, operations and maintenance. Four appendices provide complete data for the three years, relating to pupil personnel, staff personnel, cost per pupil summary, and expenditure breakdowns.

306. ________. Evaluation of the 45-15 Plan, A Year-Round School Operation of Valley View School District 96. Final Report. Office of the Superintendent of Public Instruction. Springfield, Illinois. 50 p. July 1972. Eric #ED 073 573.

Evaluation report summarizes conclusions and insights of several hundred people directly involved in the 45-15 plan at Valley View (IL) for its first two years of operation, June 1970-1972. Outlines: genesis of the 45-15 plan, born of urgent space needs; the evaluation design (basically a pre-test, post-test design) to determine trends and changes; the data collected which included student achievement, student attitudes, community reactions, reactions of professionals, and internal administrative adjustments; instruments used-standardized achievement tests, attitude questionnaires, interviews, checklists and documents. Analysis of data indicates more positive attitude of staff and community; no change in student attitude; no drop in student achievement; pressure for district to move toward team teaching and individualized instruction. Notes the implementation of 45-15 at the high school in July 1972, as testimony of its success in the elementary schools. Appendices include instruments used in study (questionnaires for teachers, for community, interview protocol, check list of priority concerns, feedback on interviewers and pupil checklist); suggested plan of action for school districts embarking on 45-15; and data used in some parts of study.

307 Valley View Elementary Schools. The Year of Forty-Five Fifteen: 1970-1971. Teacher's General District Handbook. Valley View School District No. 96. Lockport, Illinois. June 1970.

Booklet designed to inform and assist teachers in the Valley View School District. Includes a history of the district, organizational information, special district programs, discussion of student relations and professional philosophy.

308 Vanderzanden, Gail Y. Dissemination of Information About Year-Round School Operation. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 21 p. April 30- May 3, 1974.

Director of Valley View 45-15 Demonstration Center discusses the three phases of a dissemination program for a year-round school plan. The Lead-Up Phase is the time prior to the decision to implement a particular YRE plan. Main objective of this phase is to keep the school and community informed on current developments of the research committees and to report how YRE will affect the citizens of the local community. The Implementation Phase begins when the board of education has made the decision on a particular YRE plan and has set the date for its implementation. Dissemination purpose is primarily to persuade and convince the community that YRE plan will be successful and is the most appropriate solution to the problem the district is attempting to solve. The Follow-Up Phase occurs after the plan has become operational. Reports should comment on the progress of the program and keep the community informed on other YRE developments throughout the country. Most important channel of communication should be oral presentations to various groups in the community. Other suggested means of communication are through newspapers, radio, and students publications.

309 Van Mondfrans, Adrian P., and others. Comparing Block Scheduling and Traditional Scheduling on Student Achievement and Attitudes. Paper presented at annual convention of the American Educational Research Assoc. Chicago, Illinois. 10 p. April 1972. Eric #ED 064 369.

Report describes procedures, and assesses results, of study of whether block scheduling has more advantageous effects on student achievement and attitudes than traditional scheduling. Block scheduling involved 3 required courses on each of the four high school grade levels with interdisciplinary teaching teams. Traditional scheduling involved each of 12 teachers with 3 classes of 30-35 students for 40 minutes each day. Describes basic schedule design; how data were obtained; statistical methods used. Findings indicate no significant difference between block and traditional scheduling, except at the senior level, and provide suggestions to improve effectiveness of block scheduling: these relate to teacher difficulty in handling flexibility in time and group size, importance of time and group size flexibility, and the need for maturity on part of learner.

310 Virginia Beach City Public Schools. 45-15, A Pilot Program of Year-Round Education. Virginia Beach, Virginia. April 1973.

Comprehensive folio designed to inform Virginia Beach residents of the 45-15 pilot program planned for implementation at 4 elementary schools in June 1973. Contains: 26 multicolored sheets with frequently posed questions and answers on 45-15 concerning impact on community life, student transfers and activities, teacher contracts, etc., with staff recommendations for the Pilot Schools; 4 separate calendars for the 4 staggered groups; an illustrated pamphlet briefly explaining 45-15; a 42-page compilation of radio, television and newspaper items about the plan; a copy of the September 1972 "Catalyst", the schools' publication, detailing the plan. Also includes 4 booklets annotated below.

311 ________. The Planning and Preparation Phase of the Virginia Beach, Virginia Pilot Program of Year-Round Education. Virginia Beach, Virginia. 26 p. April 1973.

Document, part of above folio, is a compilation of charts outlining the major activities conducted in the study, planning and preparation phases of the 45-15 pilot program, classified threefold: (1) Critical Incidents chart identifies the major events from initiation of a feasibility study through the actual pilot program implementation with explanations of activities and dates of start and finish.

(2) Task Identification charts, comprising the bulk of the bulletin, identify the specific accomplishments necessary for each of 11 departments' effective implementation of the program, with dates of start and finish; departments include Research Planning and Development, Public Information, Personnel, Curriculum Revision, School Organization and Management, Pupil Personnel, Supplies, Finance, Maintenance, Food Service, and Transportation. (3) Role Assignments at the decision-making division level in the planning phase of the pilot program.

312 ________. A Public Information Approach. Virginia Beach, Virginia. 8 p. April 1973.

Brief pamphlet, part of folio, outlines the rationale of a 48-school district in implementing an ESY schedule, and its public information program on year-round education in general and the Virginia Beach 45-15 plan in particular. Details background of rapid growth which created space problems. Outlines information procedures employed: public meetings, news conferences, letters sent to every home, special briefings (School Board, City Council, school staffs), distribution of brochures and calendar on 45-15, slide-tape presentations, speakers' bureau, internal newsletter to school personnel, information packet to all pupils of the 4 pilot schools. Assesses successful impact of their public information measures.

313 ________. A Rationale. Virginia Beach, Virginia. 29 p. April 1973.

Brochure, part of folio, is a compilation of policy statements, reports and presentations that evidence the rationale and intent for the 45-15 Cycled Attendance Pilot Program in Virginia Beach. Comprises 7 documents presented in chronological sequence, Sept. 1971-1973: A. "A Consideration of Alternative Means of Housing the Pupil Population" summarizes findings of a feasibility investigation, examines ESY programs, listing and describing 45-15 as feasible for their schools, citing advantages and disadvantages; B. the School Board proposal endorses a pilot program of 45-15 on the elementary level and suggests a bond referendum for school construction; C. Virginia State Board of Education endorses YRE; D. School Board of Virginia Beach authorizes design, implementation and evaluation of a 2-year pilot program in 4 elementary schools; E. request for a state grant to assist in planning the pilot program; F. and G. superintendent and staff present to School Board recommendations for the schools participating in the program, which were adopted.

314 ________. A Research Design for Year-Round Education. Virginia Beach, Virginia. 16 p. April 1973.

Brief publication, part of folio, synthesizes guidelines for developing survey instruments to evaluate the effects of the two-year 45-15 pilot program, in four elementary schools, on student achievement in reading and mathematics, student attitude, parental attitude, and costs both operational and capital. For pupil achievement and attitude, presents sampling plan, tests to be administered, and methods of analysis. For cost evaluations, describes seven activities to be followed to determine relative costs of 45-15 vs. traditional, the impact of 45-15 if extended throughout the school system and a 5-year cost projection. For parental attitudes, outlines sampling plan, data collection procedures, data analysis relative to parental attitudes before and after experience with the 45-15 program, and parental attitudes affected by having children changing school districts. Lists the research agents for each of the three surveys.

315 ________. A Review of The Pilot Program of Year-Round Education in Virginia Beach, Virginia. Virginia Beach, Virginia. Unpaginated. April 1974.

Report summarizes the planning, preparation, and implementation efforts connected with the 45-15 pilot program from the time of the Board of Education's decision to implement to April 1974. Portion of a $75,000 research and development grant by the Virginia State Department of Education was allocated for the employment of several consulting firms. Business management consultants constructed and monitored a modified PERT/CPM network, Schlechty Associates evaluated attitudes of parents, Institute of Social Analysis of Columbia University evaluated the pilot program, and Educational Testing Service evaluated the effect of 45-15 on pupil learning in the pilot schools.

316 ________. Staff Recommendation for the Termination of the 45-15 Program of Year-Round Education. Virginia Beach, Virginia. 3 p. October 1974.

Virginia Beach staff reported that the highly mobile population, limited population pools and a commitment to common family attendance resulted in: 1)unequal size of attendance groups; 2) overcrowding of some in-school groups; 3) grade combination; 4) per pupil cost increase of some resources. Recommended that the School Board termiate the 45-15 calendar, return to the nine-month calendar and take immediate steps to secure funding for additional schools.

317 _______. A Study Of The Relative Size Of Attendance Groups In The Virginia Beach 45-15 Pilot Program. Department of Research, Planning & Development. Virginia Beach, Virginia. 9 p. October 1974.

Report documents that population mobility, limited population pools and a commitment to common family attendance precluded proportionately sized groups during the first year of the 45-15 program. Overcrowding in some in-school groups, grade combinations and an increase in per-pupil cost of some resources were the results of the unequal size of attendance groups in each of the pilot schools. Supporting data is presented in tabular form.

318 Virginia Department of Education. Proceedings of the Fifth National Seminar on Year-Round Education. May 8 - 11, 1973. Virginia Beach, Virginia. Richmond, Virginia. 199 p. 1973.

Summation of 30 seminar presentations by leading authorities on year-round education at the fifth national convention. Articles by conference participants cover many aspects of extended school year programs, from a national survey of ongoing programs to predictions on the future of year-round education, with incidental reports on staff training, public information, college accreditation, and the effects of ESY on the travel industry. With only one feasibility study, the Elk Grove Unified School District (CA), papers concentrate on evaluations and attitudinal surveys of existing and proposed programs, primarily 45-15, four-quarter, quinmester, continuous progress. Areas of study include: Prince William County, Virginia Beach, Roanoke County and Loudoun County (VA), Valley View (IL), Northville (MI), Francis Howell District in St. Charles (MO), Dade County in Miami (FL), La Mesa-Spring Valley and Furgeson School (CA), Memphis (TN), and the state of Texas. Provides an evaluation report on the seminar itself, tabulation of seminar registrants (728), and listing of seminar faculty and staff.

319 Volk, William A. An Analysis of Differences in Costs Among Three School Year Schedules For Lanes Mill Elementary School. Brick Township Schools. Brick Town, New Jersey. 35 p. January 21, 1975.

Comprehensive report presents a cost benefit analysis of the Lanes Mill Elementary School (NJ) based on three sets of data: 1) hypothetical - 640 students (capacity) on a conventional school calendar, 2) actual - 668 students on a conventional school calendar, 3) projected - 850 full time students on a 45-15 year-round calendar. Projects a cost benefit of $17.26 per pupil for extended school year operational expenditures when compared to actual operational expenditures. Considers capital outlay benefits separately. Affirms that cost benefit is contingent on achieving a reasonable balance in scheduling students over the four calendars required by the 45-15 design; cost benefit may be eroded by selecting or rejecting various options that have an influence on the cost benefit. Polygraphs showing monthly utility expenditures are appended.

320 Washington State Legislative Council. The Extended School Year: A Report to the Washington State Legislature by the Subcommittee on School Organization and Management of the Joint Committee on Education. Olympia, Washington. 39 p. December 1970. Eric #ED 059 523.

Report is in response to a legislative mandate to study the 4 quarter system and other year-round school plans for educational, vocational and recreational programs for grades K-12 in State of Washington. Explores the concept of ESY, listing advantages and disadvantages; describes 12 specific ESY plans (primarily the staggered 4-quarter, 12-4 term rotation, 4-quarter, continuous progress, trimester, quadrimester, extended K-12, multiple trails and modified summer school); defends current school calendar; concludes with recommendations that (1) legislature not fund ESY for 1971-73; (2) voluntary, tuition-free summer school programs be financed; (3) if funded, program include extended use of school facilities during school year and extended teacher contracts; (4) state funds not be used for mandatory summer attendance. Six appendices provide sample calendars for selected ESY programs, E term concept, and an elaboration of selected ESY plans.

321 Wehmhoefer, Roy A. The Twelve Month School Year. A Study of the Advantages and Disadvantages of the Four-Quarter System. Cook County Public Schools. Chicago, Illinois. 15 p. February 1968. Eric #ED 022 252.

Reviews the literature on the staggered four-quarter plan and discusses in detail its advantages and disadvantages.

322 West Carrollton City School District. The Development of Year-Round School in West Carrollton School District. West Carrollton, Ohio. 10 p. Undated.

Constant enrollment increases and repeated bond issue defeats generated interest in year-round education. Results of a feasibility and an implementation study concluded the 45-15 plan could best satisfy long term space needs and remain consistent with the educational goals of the district. An elementary and a junior high school converted to 45-15 June 1973. Track assignments in junior high based upon the eldest sibling's elective. Assignments in elementary school based upon the elder sibling's track assignment, attendance track balance, and the availability of space at each grade level. First year evaluation characterizes parent, teacher and student attitudes as positive. Reports if sufficient classroom space became accessible, less than 27% of the teachers and less than 30% of the parents would prefer a return to the traditional 9 month calendar. Questions and answers concerning West Carrollton's year-round school schedule, copies of student calendars, parent, student, teacher attitudinal survey results and evaluation report may also be obtained.

323 Western School District. 45-15 Year-Round Education. Parma, Michigan. July 1973.

Comprehensive folio compiled to inform district residents of the 45-15 year-round education program. Contains: 1) year-round school study 1972-1973 program schedule; 2) room utilization chart; 3) considerations for the implementations of a K-12, 45-15 plan; 4) negotiations and the twelve month school year; 5) the twelve month school year evolves from responsibility under pressure; 6) teacher involvement in determining school program; and 7) an orientation booklet for new residents. Also includes 4 separate calendars for the 4 staggered groups.

324 Western Wisconsin Technical Institute. Student and Staff Evaluation of the Quarter System at Western Wisconsin Vocational, Technical, and Adult Education District. Final Report. LaCrosse, Wisconsin. 40 p. 1974. Eric #ED 087 874.

Report evaluates the impact of quarter system on Western Wisconsin Technical Institute. Considers effects on students (who studied under both semester and quarter plans), faculty, industrial and business firms employing Institute graduates, high schools providing the Institute student body, transfers in and out of the Institute. Data gathered through survey (students), personal interview (faculty) and mail survey (all others) indicates a strong perference for the quarter system. Advantages cited were: 1) greater scheduling flexibility, 2) wider selection of electives and course offerings, 3) greater utilization of equipment and facilities, 4) greater opportunities to repeat missed or failed courses, 5) decreased time between grades, 6) higher student interest.

325 White, William. Concept Six Year-Round School Plan. A simulation notebook presented at the Sixth National Seminar on Year-Round Education. April 30- May 3, 1974. Chicago, Illinois. 25 p. Eric #ED 090 647.

Report details the rationale for selecting the Concept 6 year-round education plan for implementation over other alternative YRE plans. Jefferson County's Concept 6 design puts school facilities into use 250 days a year and divides the school year into 6 terms. Students attend 4 terms and vacation during the other 2 terms, which increases building utilization up to one-third. Popular feature of Concept 6 is the free choice of vacation periods for students. An example of the 3 vacation plans for a recent year are: Plan A - July 30 to September 30, and February 6 to April 7; Plan B - September 30 to December 2, and April 7 to June 5; and Plan C - June 5 to July 30, and December 2 to February 6. Primary motive for YRE activity in Jefferson County was quantitative, but district is working on extensive curricular and instructional changes to accommodate the new organization plan. Appendix provides data on staff and parent attitudes toward Concept 6. (Cf. Jefferson County School District R-1. Concept 6.)

326 ________. "Year-round Education for K-12 Districts." Phi Delta Kappan. Vol. 54, p. 312-313. January 1973.

Report by a member of the task force established in Jefferson County (Colorado) to study feasibility of an ESY operation in a 75,000 student K-12 system and to produce a conceptual model for a pilot implementation. Details activities, outlines seven features desirable for the area. Salient features of the developed pilot program, called Concept 6: a January-December, 245-day calendar dividing year into 6 terms, wherein students attend 4 terms, vacation 2, and may opt for a fifth term free; 6 entry times, making curriculum continuously accessible; a voluntary choice of 3 basic vacation plans; a nine-week curriculum, nonsequential wherever possible, permitting self-paced learning. Crucial to plan's success is the acceptance of the vacation pattern, necessary to enable extension of the pilot model into a district-wide operation.

327 Whitley, Alfred C. Student Scheduling in a Year-Round Middle School. A simulation notebook presented at the Sixth National Seminar on Year-Round Education. Chicago, Illinois. 30 p. April 30-May 3, 1974. Eric #ED 090 641.

Presentation of a successful model for scheduling middle school pupils in a 45-15 year-round education program. Dyett Middle School in Chicago is divided into 4 houses, each serviced by 2 teaching teams, a guidance counselor, and a science lab teacher, supplemented by resource lab teachers and other supportive services. Each house consists of one of the quarter-groups of the 45-15 plan with its own schedule of ingress and egress each 45 days. School is organized under a flexible-modular scheduling pattern which allows for various modes of instruction: large group, small group, independent study, and laboratory activities. Many tables and charts are utilized to clearly demonstrate samples of the school's scheduling technique.

328 Whitsitt, Robert Craig. Considerations on the Year-Round School. Lakeside School. Spring Valley, New York. 4 p. 1971.

Views the continuous progress program as the key to tapping the potential of the year-round plan. Describes the continuous progress program at Lakeside, a non-graded elementary school, and points out the advantages and obstacles to incorporating that program into a year-round schedule.

329 Wilcox, Edward F. Progress Report: Extended School Year Project. The State Department of Education. Providence, Rhode Island. 28 p. April 1971.

Collection of materials related to ESY plans used by the Commission to Study the Feasibility of Extending the School Year. Includes list of study areas for planning committee consideration; educational needs to be served by the project; appendices concerning activities of specific school districts in state, Cranston and Foster-Glocester.

330 Williams, Allan S. The ABC's of Studying the Feasibility of Implementing a Year-Round School Program in Your District. Austin Peay State University. Clarksville, Tennessee. 7 p. Spring 1974. Eric #ED 089 442.

Author propounds feasibility of year-round school program must consider potential for facilities utilization, relief for overcrowding, personnel utilization, curriculum improvement, better learning opportunities with special regard for slow and fast learners. Advises superintendent appoint a Steering Committee, meeting regularly, to act as a clearinghouse on information relative to YRE programs; to be responsible for coordination of subcommittee efforts. Suggested subcommittees are general administrative, curriculum, finance and legal, public relations and transportation. Bibliography is included.

331 Witherspoon, Ralph L. Effect of Trimester School Operation on the Achievement and Adjustment of Kindergarten and First Through Third Grade Children. Final Report. Florida State University. Tallahassee, Florida. 37 p. February 1968. Eric #ED 020 003.

Report on study at the Florida State University School, to determine if K-3 children who attended the extended school year of the trimester system showed significant differences in achievement and adjustment as compared with children of a similar mean IQ who attended only during the regular school year. 165 K-3 children were administered the Metropolitan Achievement Test, the Developmental Reading Test, the California Test of Personality and the Haggerty-Olson-Wickman Behavior Rating Schedules each October and May over a three year period. All children were also administered the Primary Mental Abilities Test at beginning of study. Four groups involved: those attending all three extended school years, two extended years, one extended year and regular school years only. While inconclusive, evidence indicates that extending the length of the school year has a negative effect on children's achievement and adjustment, indicating there may be an optimum time period of instruction beyond which undesirable effects result. Extensive bibliography included.

332 Withycombe, Dick, Editor. The Rescheduled School Year. A Statement. Oregon Educational Policies Commission, Oregon Education Association. Portland, Oregon. 31 p. 1972. Eric #ED 069 024.

A Task Force Report intended as a summative overview of the current research and information concerning the rescheduled school year. Explores: (1) present models of ESY; (2) the school vacations; (3) basic comparative cost analysis; (4) busing requirements; (5) curriculum design requirements; (6) career opportunities for professional staff; (7) recommendations and guidelines for districts contemplating ESY programs. Considers three types of plans: (1) rotation plans limiting attendance: the 4-quarter, 4-quarter with rotating vacations, twelve-four, and 45-15; and (2) acceleration plans: continuous 4-quarter, and the 11-month plan; (3) plans combining both principles: New York Multiple Trails and NY Continuous Progress. Detailed table compares major plans with regard to length of school year and day, divisions in school year, grade levels, time required to effect savings, vacations, advantages, obstacles to change. Provides bibliography and map indicating locations of ESY programs studied and implemented.

333 Wollaston, Twila and Means, Don R. Year-Round Education in Pennsylvania. A Status Report on State Funded Programs. Pennsylvania Department of Education. Harrisburg, Pennsylvania. 60 p. 1974.

Report summarizes the 15 projects funded by the 1972-1974 appropriations of the Pennsylvania Legislature to the Department of Education to encourage experimental and exploratory YRE programs. Projects designed to attain one or more of three major objectives: 1) increased economic efficiency; 2) increased quality of education with equality of educational opportunity; 3) increased compatability between school schedules and those of family and community members. Allocation of funds was by contract, on the basis of need, readiness and significance of proposed project. Individual project reports include name of project director, monies received and descriptions of project purpose, procedures, outcome and status. Six projects designed as feasibility studies (Central Bucks, Gateway, Manheim, Neshaminy, Tunkannock, Wissahickon) took no further action after completion. Eight projects designed as operational programs, using various YRE plans, (Clarion, Fairview, Hempfield, Millcreek, Millersville, Philadelphia, Rochester, State College) are continuing. Butler terminated its program due to increased costs. Final section, prepared by John D. McClain, concludes that: major economic savings in capital outlay may be realized by YRE if there is need to construct new facilities; potential savings in yearly operation seem less clear; curriculum revision is a major outcome. Recommends continued study and state support. Appendix charts school year calendars.

334 Worner, Wayne M. Feasibility Study - Educational Baseline. A simulation notebook presented at Sixth National Seminar on Year-Round Education. Chicago, Illinois. 23 p. April 30- May 3, 1974. Eric #ED 090 648.

Report is intended for school districts that are about to conduct a year-round education feasibility study. Several types of demonstration models are offered as designs for planning the study. Theoretical model (A Planning Process) emphasizes the need for maintaining an information system. Components in the planning process feed information into the system and also draw information from it. Three functional models are graphically portrayed: 1) Planning Instructional Systems; 2) District Planning Model; and 3) Feasibility Study. All feasibility studies should include assessment of goals and performance, and decision-making based on asking the right questions.

335 York County Public Schools. SCOPE. Secondary Program of Studies Information 1974. Yorktown, Virginia. Unpaginated. 1974.

Evolution of SCOPE related directly to desire for improved curriculum organization. Purpose was to devise a flexible program based on concepts of relevancy, in-depth analysis, non-sequential courses, continuous progress and individualized instruction. Plan of operation is an optional pentamester - school year is divided into five 45-day segments, students attend any four of the five. Acronym has two meanings: Student Centered Optional Program of Electives and Schools Continuously Operational for Program Excellence. Document contains: 1) history and explaination of SCOPE; 2) Pentamester Report Form; 3) school calendar 1974-74; 4) curriculum materials. Program of studies guide, grades 9-12 also available.

II. THESES AND ABSTRACTS

336 Education Digest. "Doors are Closed --" Vol. 38, p. 28-31. November 1972.

Popular article presents arguments for lengthening the school calendar to meet present needs. Traces briefly the evolution of the 180 day school year as a social phenomenon rather than a well-researched educational development; discusses disadvantages and constraints placed by the traditional calendar upon both the educational needs of students and professional needs of teachers; cites benefits of an ESY calendar where it has been implemented. (Condensed from Richard A. Gardiner, Time and Opportunity - The School Year. See Section I.)

337 Education, U.S.A. "Year-Round Schools Can Reduce Cost." p. 49. October 30, 1972.

Brief summary of the cost analysis of the 45-15 plan in Prince William County Public Schools (VA) made by Educational Turnkey System. Itemizes savings effected totalling 9.6% over the traditional calendar for the middle school and 5.3% for 3 elementary schools. Conclusion: 45-15 has potential for long-range savings if accompanied by better school management. Opinion survey indicates strong support by students, parents and staff. (Cf. Educational Turnkey Systems. 45-15 and the Cost of Education.)

338 Glinke, George B. The Four-Quarter Staggered School Year, a Feasibility Study. Utica Community Schools. Utica, Michigan. 8 p. 1970.

Abstract of a 560-page report compares several plans and finds the optional year-round plan best for Utica. Provides list of advantages and outlines five phase ten-year program for testing, evaluating, and selecting a year-round plan for Utica. Abstract includes table of contents of the feasibility study and bibliography.

339 Grady, Roslyn., M. and Thatcher, Dwain L. First Operational Year Report of Concept 6 Year-Round School. Abstract. (ESEA III-73-0105). Colorado Springs School District Eleven, Colorado. 24 p. August 1974.

Abstract of evaluation report for the first operational year of Concept 6 implementation at Penrose Elementary School and Russell Junior High School. Three part evaluation includes information gathered from ESEA Title III on-site visitation team, student achievement scores and attitudinal data. On-site evaluators rated project progress toward meeting its objectives highly. Student achievement, for the most part, showed no significant difference between Concept 6 students and control students. General attitude of students, teachers, central staff personnel and parents toward year-round school was neutral to positive. In some cases, attitudes improved considerably while remaining within the same general category of response. Report concludes administrators, teachers, parents viewed Concept 6 as the best solution for handling large enrollment in limited space. Recommends: 1) project continue in the same schools for second operational year; 2) intersessions for students be rescheduled; 3) feasibility of Concept 6 on high school level be considered. Comprehensive report available. (Cf. Jefferson County School District R-I. Concept 6; William White. Concept 6 Year-Round School Plan; Roslyn M. Grady and Dwain L. Thatcher. First Operational Year Report of Concept 6 Year-Round School.)

340 Hubbell, Ned and Associates, Inc. Attitudes Toward Year-Round School in Prince William County, Virginia. Abstract. Port Huron, Michigan. 11 p. April 1972.

Abstract of a comprehensive attitudinal study made in conjunction with year-round school evaluation project for Prince William Co. Schools (VA). Six opinion surveys in April 1972 included students, parents, and school staff members in Dale City directly affected by 45-15 ESY, and for comparison, similar respondents in other areas of the county. Statistical summaries only are presented in this abstract and indicate a high degree of support for 45-15 among parents, students and staff in the program, with 89% of the staff favoring 45-15 as a continuing program rather than a temporary solution to enrollment problems. Among county residents, students and staff not on 45-15, support was far less; the closer the proximity to the Dale City area, the higher the support. County parents and staff would overwhelmingly favor the program (87%) if it could be shown to improve the education of children in Prince William County schools.

341 Pennsylvania Department of Education. Results of Year-Round Education Study. Harrisburg, Pennsylvania. 6 p. Undated.

Abstract of comparative study identifies common characteristics of successful ESY programs in the United States. Presents summary of purpose, findings, conclusions, recommendations for extended school year planners and/or operators and recommendations for further research.

342 Petterson, Carl Emmanuel. The Extended School Year in the State of Utah. Utah State Board of Education. Salt Lake City, Utah. 131 p. June 1966. Eric #ED 022 267.

Thesis examines the extended school year and summer school program supported by the State of Utah during summer of 1965. Gives facts, statistics, opinions, and other information to enable educators and legislators to make informed decisions concerning the future of summer school programs in Utah. Information for the study was obtained from three major sources: oral interview with each district superintendent; personal visit to selected schools; and questionnaires distributed to a random sample of parents, students, and teachers. Results given in five recommendations: (1) the summer program should be continued and expanded; (2) increased communication and cooperation is needed between the community and the schools in the formulation of summer programs; (3) class size of the summer program should be investigated further; (4) student transportation should be improved; and (5) use should be made of any industrial, historical, or recreational facilities which the community has to offer.

343 Research and Information Services for Education. Report on the Extended School Year. Abstract and Summary. 13 p. March 1969.

Abstract sketches the history of the ESY movement and describes briefly different plans in operation. Identifies, describes and analyzes in summary form three major categories of plans: the 48 week school year; the staggered enrollment system; the extended summer program.

344 Scala, Anthony W. A Survey of the History and Current Status of the Extended School Year in Selected Public Schools of the United States. Doctoral dissertation. St. John's University. Ann Arbor, Michigan. 367 p. University Microfilms, No. 69-4118. 1969.

Gives historical overview of U.S. extended year programs and their legal parameters. Describes sixty-six programs in the U.S., focusing particular attention on four extended school year experiments in New York State at Commack, Syosset, Hornell and Cato-Meridian. Investigates the financial implications of the extended school year. Includes instruments used to gather data on extended school year progams.

345 Urbandale Year-Round Education Committee. Summary of the All-Year School Study. Urbandale, Iowa. 5 p. Undated.

Abstract of the Citizens' Committee study of the feasibility of an all-year school for Urbandale. Examines claimed purposes of the all-year school, purpose of any school and the compatability of purposes. Concludes with a recommendation for a 45-15 plan, listing the advantages and disadvantages thereof. (Cf. Joseph Millard. The Extended School Year.)

III. FILMSTRIPS AND BIBLIOGRAPHIES

346 Gayden, Joyce and Thornton, Barbara, Compiliers. Year-Round Schools. A Chronological Selected Bibliography From 1907 to 1972. Richland County School District 1. Columbia, South Carolina. 45 p. 1972. Eric #ED 087 140.

800-item bibliography lists materials by year of publication; categorizes entries under each years' listing as books, periodicals, newspapers, pamphlets, booklets and reports.

347 Glinke, George B. A List of Bibliographical Materials for Year-Round Schools. Utica Community Schools. Utica, Michigan. 36 p. July 1970.

A list of available resource materials including books, periodical articles, pamphlets, newspaper articles, unpublished feasibility reports, dissertations and feasibility study for year-round schools in Utica.

348 _______. Materials Published Dealing With Year-Round Educational Movement (Extended School Year) Between 1969 and 1971. Utica Community Schools. Utica, Michigan. 7 p. 1971.

A list of mimeographed materials by George B. Glinke, Director of Year-Round Education in Utica Community Schools.

349 IKE Films. The 45-15 Continuous School Year Plan. (Filmstrip). Batavia, Illinois. Undated.

Audio-visual description of the 45-15 Continuous School Year Plan from community census to implementation. Describes origin of the plan in the problems of the district, development and advantages of the 45-15 design.

350 North American Van Lines. Y*R*S Truly. A film commentary on year-round education in the United States. 4820 New Haven Avenue, Fort Wayne, Indiana. May 1973.

Available to groups, a 26-minute public service film on Year-Round Schools as an alternative to the traditional approach to education, with special emphasis on the Valley View 45-15 Continuous School Year Plan. Discusses: other plans; evolution of traditional calendar and its disadvantages; benefits of Year-Round Education for students, teachers and community; concluding 3-point program for promoting YRS in area. Materials accompanying film include: (1) folder of background information and advice for group chairman; (2) copies of participants' booklet; (3) sample newspaper release. Distributed by Modern Talking Picture Service, 2020 Prudential Plaza, Chicago, Illinois, 60611 - and other cities.

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APPENDIX

AUTHORIZED COURSES OF INSTRUCTION
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QUINMESTER PROGRAM, DADE COUNTY, FLORIDA
(Microfiche)

ED 059 086	*Mathematics: Geometry*. 33 p. 1971.
ED 059 088	*Mathematics: Survey of Algebra 1.* 25 p. 1971.
ED 059 955	*Social Studies, Language Arts: Man Between War and Peace.* 35 p. 1971.
ED 059 956	*Social Studies: International Trouble Spots.* 31 p. 1971.
ED 059 957	*Social Studies: The American Experience.* 42 p. 1971.
ED 059 958	*Social Studies: Eco-Politics.* 40 p. 1971.
ED 060 007	*English: Illusion vs. Reality*. 73 p. 1971.
ED 060 008	*English Vocabulary: The Nature of Language.* 22 p. 1971.
ED 060 018	*Music: Humanities of Art and Music.* 7189. 23 p. 1971.
ED 060 762	*Foreign Language. French: LeFrancais Moderne. Part I.* 33 p. 1971.
ED 060 764	*Foreign Language. German: Lernen Wir Deutsch. Part I*. 28 p. 1971.
ED 060 766	*Foreign Language. Latin: An Introduction to Latin. Part I.* 23 p. 1971.
ED 060 767	*Foreign Language. Spanish: Intermediate Spanish. Part 3*. 26 p. 1971.
ED 061 014	*English. Reading: Mastering Decoding Skills.* 36 p. 1971.

ED 061 124	English. Debate. American History: You, Too, Can Be A Legislator! 24 p. 1971.
ED 061 125	Science, Experimental: Who Needs Plants? 20 p. 1971.
ED 061 126	Social Studies: Cities in Crisis. 38 p. 1971.
ED 061 127	Social Studies: Media, Minds and Masses. 18 p. 1971.
ED 061 128	Social Studies: Launch Pad. An Introduction to the Social Studies. 56 p. 1971.
ED 061 129	Social Studies: Politics and You. 42 p. 1971.
ED 061 142	Social Studies: Forging A Nation. 35 p. 1971.
ED 061 143	Social Studies: Great Debates in American History. 26 p. 1971.
ED 061 144	Social Studies: A Nation Divided Against Itself. 44 p. 1971.
ED 061 145	Social Studies: World History Through Art and Music. 39 p. 1971.
ED 061 146	Social Studies. Language Arts: American Biographies. 45 p. 1971.
ED 061 147	Social Studies: Introduction to Psychology. 28 p. 1971.
ED 061 229	Music: Band, Junior. 22 p. 1971.
ED 061 231	Art Education: Sculpture, Wood Forms. 30 p. 1971.
ED 061 232	Art Education: Creative Ceramic Arts. 51 p. 1971.
ED 061 233	Art Education: Sculpture, Found Art. 28 p. 1971.
ED 061 234	Art Education: Sculpture Metallic Formations I. 56 p. 1971.
ED 061 235	Art Education: Nature and Life On Paper. 32 p. 1971.
ED 061 236	Art Education: Potter's Wheel I. 31 p. 1971.
ED 061 237	Music: Orchestra. 12 p. 1971.

ED 061 238	Music: Instrumental Techniques, Conducting. 11 p. 1971.
ED 061 239	Music: Instrumental Techniques, Woodwinds. 14 p. 1971.
ED 061 240	Music: Instrumental Techniques, Percussion. 12 p. 1971.
ED 061 241	Music: Beginning Strings, Instrumental Techniques —Strings. 12 p. 1971.
ED 061 242	Music: Instrumental Techniques, Strings. 11 p. 1971.
ED 061 243	Music: Concert Band. 5624.5. 12 p. 1971.
ED 061 244	Music: Marching Band. 5614 - Level V. 15 p. 1971.
ED 061 245	Music: Band. 5613.5. 21 p. 1971.
ED 061 246	Music: Instrumental Techniques -- Band. 5642.45. 10 p. 1971.
ED 061 247	Music: Music in American Society, Twentieth Century. 7189. 42 p. 1971.
ED 061 248	Music: Instrumental Techniques: Guitar. 5631.3-3. 23 p. 1971.
ED 061 249	Music: Laboratory I. Supplementary Materials. 5631.10. 78 p. 1971.
ED 061 250	Music: Keyboard Laboratory. 5633.32. 56 p. 1971.
ED 061 406	Social Studies: Black History and Culture. 28 p. 1971.
ED 061 988	English: Where The Books Are. 18 p. 1971.
ED 062 099	Language Arts: Acceleration. 20 p. 1971.
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ED 062 181	Mathematics: Pre-Algebra 1. 19 p. 1971.
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ED 062 236	Social Studies: Consumer Education. 29 p. 1971.
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ED 062 256	Social Studies: The Law and You. 43 p. 1971.
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ED 062 335	*Language Arts: Reading the Newspaper*. 18 p. 1971.
ED 062 360	*Art Education: The Mod World of Leather I*. 28 p. 1971.
ED 062 362	*Music: Chorus, Junior*. 25 p. 1971.
ED 062 363	*Music: Supplemental Material: Chorus, Junior*. 67 p. 1971.
ED 062 364	*Music: Music Theory I.* 24 p. 1971.
ED 063 123	*Mathematics: Measurement Lab*. 30 p. 1971.
ED 063 124	*Mathematics: Whole Number Action*. 42 p. 1971.
ED 063 187	*Social Studies: Introduction to Economics*. 47 p. 1971.
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ED 064 732	English: Man's Inner Struggle. 46 p. 1971.
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ED 068 433	Social Studies: Eye for an Eye, A Survey History of Law. 6448.06. 42 p. 1971.
ED 068 881	Home and Family Education: Becoming An Adult. 6763.05. 48 p. 1971.
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ED 068 935	English: Introduction to Plays. 5112.44. 30 p. 1971.
ED 068 940	Cooperative Business Education: Reinforcing Knowledge of Grammar. Depart. 48. 7725.08. 29 p. 1971.
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ED 068 949	English, Social Studies: Classical Civilization. 5114.67. 35 p. 1971.
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ED 068 964	English, Vocabulary: Symbology. 5114.69. 27 p. 1971.
ED 068 965	English, World Literature, Language Arts: The Novel. 5114.56. 56 p. 1971.
ED 068 966	English, Journalism: Writing for the Reader. 5113.65. 25 p. 1971.
ED 068 975	English: Minority Groups in America. 5112.47. 29 p. 1971.
ED 069 412	Home and Family Education: Sitting Safely. 6755.01. 48 p. 1971.
ED 069 592	Music Laboratory II. Supplementary Materials. 5631.20. 32 p. 1971.
ED 069 995	Health Education: Your Stand on Health. 7391.01. 77 p. 1972.
ED 069 996	Home and Family Education: Marriage Day by Day. 6757.02. 38 p. 1971.
ED 070 002	Home and Family Education: The New You. 6763.06. 32 p. 1971.
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ED 070 015	Career Education: So You Want To Go To College? 6443.50. 32 p. 1971.
ED 070 016	Career Education: Health Service Aide - Survey of The Health Service Field. 8007. 23 p. 1971.
ED 070 337	Foreign Language: Lernen Wir Deutsch! Part 5. German: 7534.01. 26 p. 1971.

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ED 070 339	Foreign Language: Lernen Wir Deutsch! Part 13, German: 7536.01. 24 p. 1971.
ED 070 340	Foreign Language: Communicate in Russian -- Part 1: 7543.02. 24 p. 1972.
ED 070 341	Foreign Language: Communicate in Russian -- Part 2: 7543.04. 31 p. 1972.
ED 070 342	Foreign Language: Communicate in Russian -- Part 3: 7543.05. 36 p. 1972.
ED 070 343	Foreign Language: A Taste of Spanish. 7503.21. 71 p. 1971.
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ED 070 597	Science (Experimental): Reactions of Atoms and Molecules. 5316.02. 16 p. 1971.
ED 070 685	Social Studies. Language Arts: American Culture: 6426.01. 59 p. 1971.
ED 070 686	Social Studies: Empire to Commonwealth. The British Imprint. 6478.18. 55 p. 1971.
ED 070 689	Social Studies: Bull and Bear. The Stock Market. 6448.13. 53 p. 1971.
ED 070 726	Social Studies: From Sea to Sea. 6412.04. 40 p. 1971.
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ED 071 070	English. Speech: Advanced Oral Interpretation of Literature. 5114.109. 17 p. 1972.
ED 071 494	Foreign Language. Spanish - S: Cuentos De Ayer Y De Hoy (Stories of Yesterday and Today). 7509.02. 21 p. 1972.

ED 071 495	Foreign Language. Spanish - S: Fiesta. 7509.73. 29 p. 1971.
ED 071 496	English As A Second Language: What People Do -- What People Did. 5110.04. 20 p. 1971.
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ED 071 967	Art: Three Dimensional Design (Sculpture). 6681.09. 47 p. 1971.
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